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ABSTRACT

The School-Community Guidance Center (SCGC) program was established in November 1984 to serve high-risk Austin (Texas) Independent School District students removed from their home campuses for school disciplinary reasons, or by juvenile justice authorities for purposes of probation or judicial detention. Two project specialists are assigned to the alternative education program at Rice secondary school and one project specialist works at the Travis County Gardner House juvenile detention center. In school year 1988-89, total project enrollment was 1,027 students from grades 6 through 12. Project specialists assisted students to improve school attendance, improve academic performance, decrease disruptive behavior, decrease contact with the juvenile justice system, obtain vocational information, and develop good citizenship skills. An evaluation of the SCGC followed a holistic-inductive paradigm, based on naturalistic inquiry. Data gleaned from classroom observations, staff interviews, staff/student surveys, test results, and follow-up analyses were combined and sorted in order to describe and analyze various patterns. Twelve appendices making up the bulk of the document include: a program description; enrollment data; student characteristics; recidivism rate data; skills assessment results; descriptive information on Gardner House; annual project report to the Texas Education Agency; interview questions for project specialists; results of student and employee surveys; summer school information; and follow-up data on SCGC participants. (ABL)

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Research and Evaluation

THE SCHOOL-COMMUNITY GUIDANCE CENTER:
An Alternative for High-Risk Students

FINAL TECHNICAL REPORT 1988-89

Publication No. 88.25

August, 1989

CG 021964

Austin Independent School District
Austin, Texas

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THE SCHOOL-COMMUNITY GUIDANCE CENTER: An Alternative for High-Risk Students

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SCHOOL-COMMUNITY GUIDANCE CENTER:
AN ALTERNATIVE EDUCATION PROGRAM FOR HIGH-RISK STUDENTS
EXECUTIVE SUMMARY

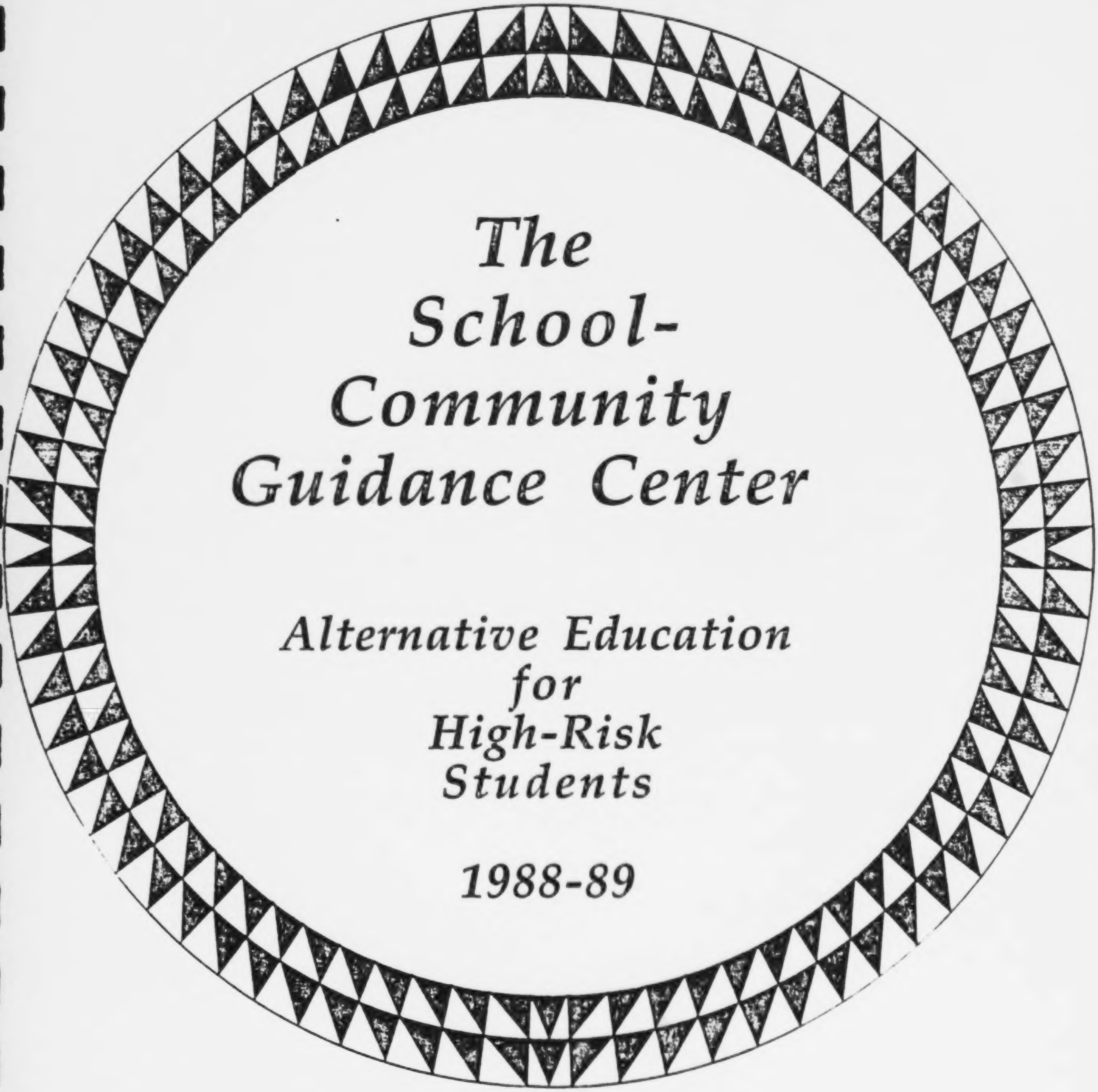
AUTHORS: Lesley Anne Swanson, Nancy R. Baenen

Program Description

Funded by a $100,000 grant from the Texas Education Agency, the School-Community Guidance Center (SCGC) employed three Project Specialists to work with high-risk and delinquent students at two locations: AISD's F.R. Rice Secondary School and Travis County's Gardner House, the Juvenile Detention Center. SCGC was designed to help these high-risk students improve in the areas of school attendance, academic achievement, disruptive behavior, and contacts with the court system.

Major Findings

1. Three fourths of Rice students surveyed are more confident about staying in school through graduation now that they have been at Rice. (Page 18)
2. A follow-up study of 1,284 Rice students one year after exit showed the same percentage of students had dropped out (507, 40%) as were attending their home school (508, 40%). Recidivists accounted for 12%, and transfers 8%. (Page 26)
3. About 7 out of 10 Rice students are from low income families, compared with a District average of 3 out of 10. The higher referral rates for minorities seem related to their greater likelihood of low-income status. (Page 4)
4. Faculty turnover is high (47%) at Rice. This may be related to the fact that faculty assigned to Rice receive neither salary incentives nor special training on how to: 1) deal effectively with the disruptive, high-risk students assigned to their classes, or 2) cope with the high-stress environment. (Page 11)
5. Project Specialists report that gang membership has emerged this year as a problem to be reckoned with both at Gardner House and at Rice. Increases were observed in the percentage of students referred for weapons offenses and vandalism. Discipline referrals for insubordination also rose; 42% of Rice students were referred for this reason. (Pages 8 and 12)



The School-Community Guidance Center

Alternative Education for High-Risk Students

1988-89

Austin Independent School District
Austin, Texas

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OPEN LETTER TO AISD

SCGC deals with troubled youth. AISD is attempting to meet their needs at Rice and Gardner House with AISD- and SCGC-funded staff. A year of working with SCGC statistics and visiting staff and classes on campus leads to the following conclusions and suggestions for readers' consideration.

Teaching and counseling students deemed delinquent and high-risk are exceptionally stressful. At Rice, faculty turnover (47%) and burnout are pressing issues that need to be addressed, yet neither salary nor career incentives are offered to faculty there. At Gardner House, where enrollment fluctuates on a daily basis, the Project Specialist faces a new class virtually every day. The environment is much like that of a one-room schoolhouse, with students ages 10-17 enrolled in grades 4-12. Needs and abilities of these students vary enormously, making lesson planning difficult.

In addition to problems associated with the sheer diversity of the population served, the average daily student-teacher ratio at Gardner House (17:1) exceeded the state-recommended limits (10:1) for juvenile detention centers. Next year, enrollment will likely jump sharply as high-risk offenders who were sent elsewhere during 1988-89 (for security reasons) return to the program when the new detention center opens this summer. Assignment of a second teacher to Gardner House would enhance both lesson planning and supervision.

Students served by SCGC are a population at high risk of dropping out. A one-year follow-up study of 1,284 Rice students showed that the dropout rate at Rice is 4%, and a year later this figure has escalated to 40%. Results of the 1988-89 student survey indicate that 75% of the students surveyed are more inclined to remain in school and graduate now that they have been at Rice, but the follow-up statistics do not reflect a subsequent change in their behavior to match this attitude.

Returning to their home schools likely weakens the students' determination reflected in this survey response. Although 71% reported they did not want to remain at Rice, the supports available to them at Rice -- frequent, daily contact with counselors; a low student-teacher ratio; a small student body; an unrelenting focus on academics and behavior -- are less available elsewhere. Recidivism over a one-year period averages 12%. Together, recidivists and dropouts account for one in two (52%) of the students a year later. TEAMS skills of these students are poor; 45% of Rice seventh and ninth graders taking TEAMS this year failed all three subtests. Ways of addressing these issues might include:

- Strengthening home-school supports for these returning students, utilizing either Rice or home-school counselors.
- Providing a continuing alternative educational environment beyond a one-semester assignment to Rice.
- Stronger focus on skills tested on Exit-level TEAMS (which must be passed to graduate).

For the 1989-90 school year, it had been proposed that the alternative school program now at Rice be moved back to the Read campus, which housed the alternative middle school in 1987-88. While the decision was not to use Read, several problems encountered at Read last year are worth consideration in selecting a new site.

Numerous student management problems arose that year because of the nature and location of the campus. Designed as an elementary school, Read has an unusual design. Instead of an interior hallway between classrooms, Read has interconnecting classrooms that each open to the outside. In many rooms, moveable accordion-style partitions--between classrooms--serve as classroom walls. Often, doors have no locks. Because many of the interior walls and doors are folding partitions, noise is always a concern. In order to change classes, students exit to the outside, where jutting walls provide many places to hide. In addition, many students found its location--near a large shopping mall--a temptation, so truancy was a constant concern (Frazer, 1988). Monitoring and managing student behavior under these circumstances proved extremely difficult a year ago, and could be even more so with a larger number of students from both the middle and high school levels. Last year, it proved necessary to hire a hall monitor to patrol the building. If a similar site were selected, two monitors might be desirable.

Another alternative worth consideration is to have a small alternative center at each secondary school or to find cluster schools which could take students from a wider area. This could decrease problems of gangs and lessen adjustment problems caused by changing schools (perhaps reducing the dropout rate).

AISD's alternative school needs a permanent name. In the past, it has assumed the name of the campus where it was based, but this location has changed from year to year. Project Intercept (an alternative program in New York) is one name worth considering.

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SCHOOL-COMMUNITY GUIDANCE CENTER: AN ALTERNATIVE EDUCATION PROGRAM FOR HIGH-RISK STUDENTS

The School-Community Guidance Center (SCGC) program was established in November, 1984, to serve high-risk AISD students removed from their home campuses:

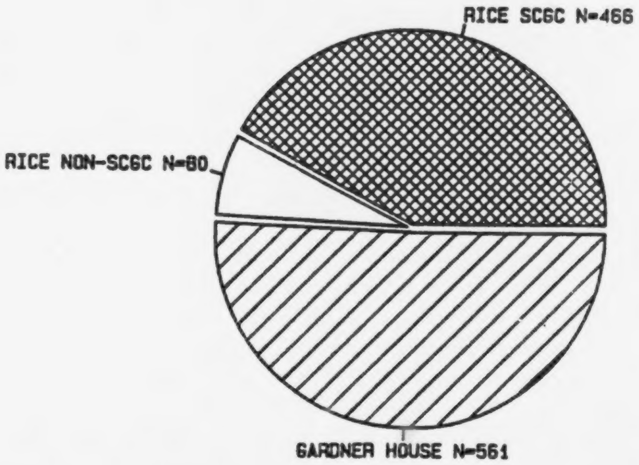
- By the District subsequent to disciplinary action,
- By juvenile justice authorities as a condition of probation,
- By juvenile justice authorities for purposes of judicial detention.

The SCGC program funds three Project Specialists to work with students during the regular school year. Two of them are assigned to the alternative education program at Rice secondary school, and the third works on site at Gardner House, the Travis County juvenile detention center. Part-time Project Specialists are employed during the summer session. This report will focus on four aspects of the program: 1) Rice and Gardner House, 2) Project Specialists, 3) participants, and 4) program follow-up.

SCGC ENROLLMENT

Figures 1, 2, and 3 show total program enrollment (N=1,027) by location, grade, and gender.

FIGURE 1
SCGC Enrollment by Location, 1988-89



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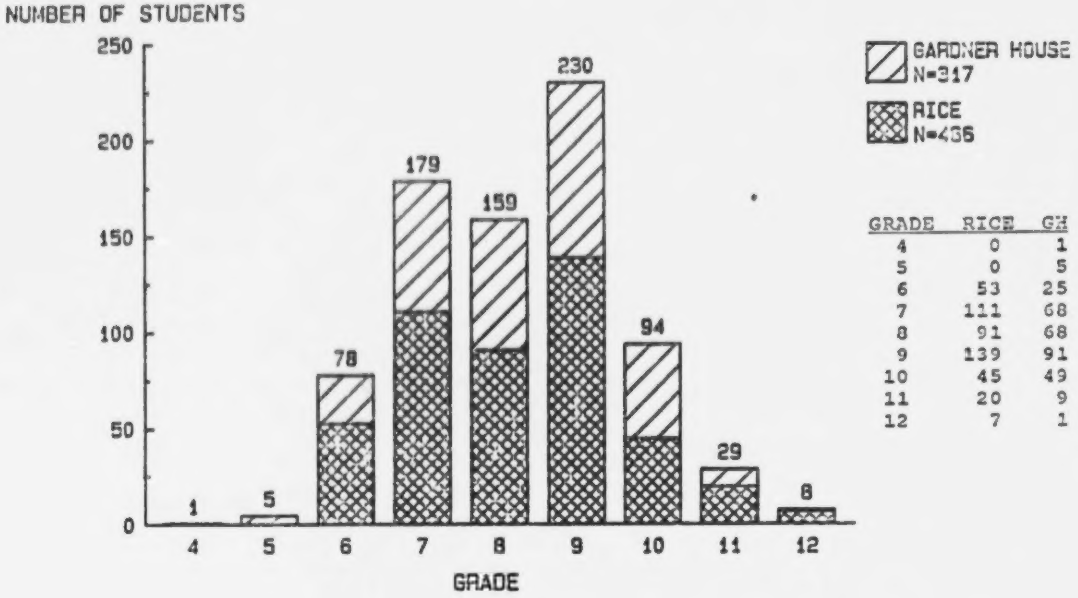
Students in grades 6-12 may be assigned to Rice at any time during the semester. Assignment is typically for the duration of the semester of referral. Students who enroll during the last six weeks of a semester, however, usually stay for the entire following semester. Gardner House enrolls juveniles regardless of grade level or district.

FIGURE 2
SCGC Enrollment by Grade (AISD only), 1988-89



GRADE	RICE	GH
4	0	1
5	0	5
6	53	25
7	111	68
8	91	68
9	139	91
10	45	49
11	20	9
12	7	1

FIGURE 3
SCGC Enrollment by Gender

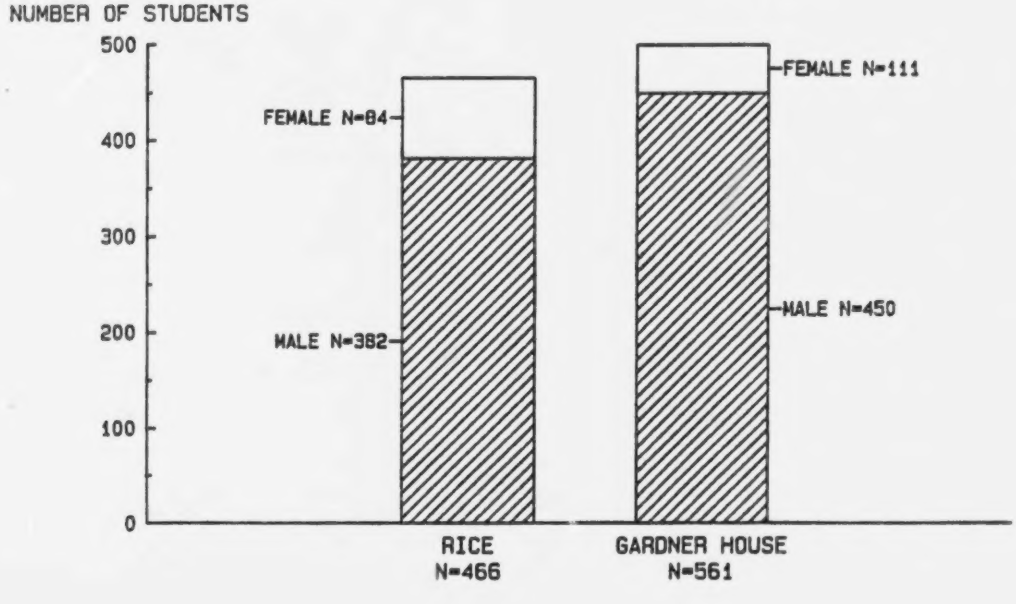
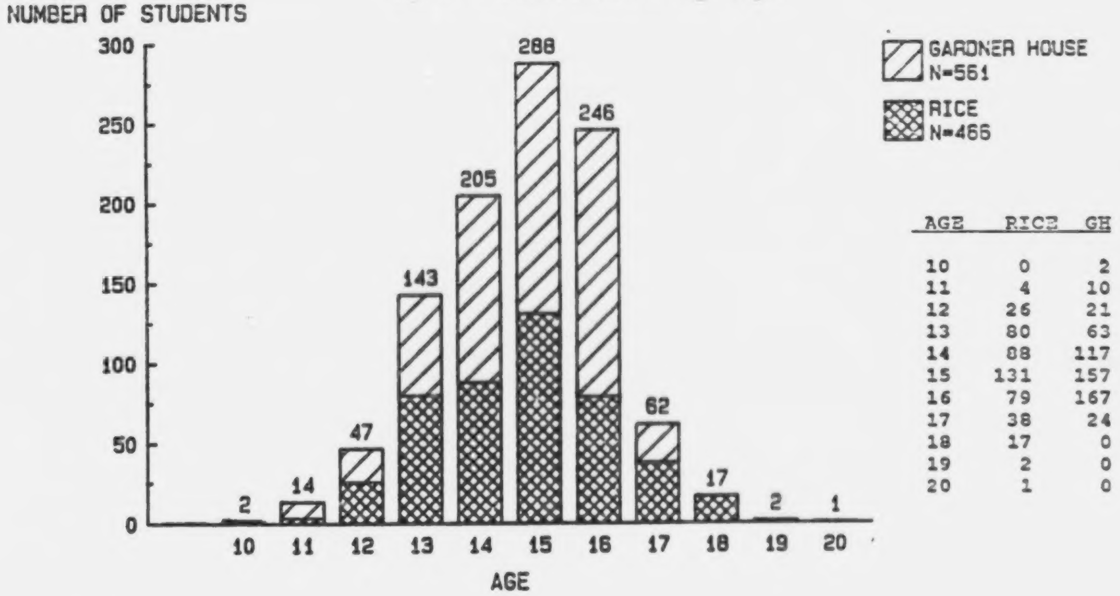


Figure 4 shows SCGC enrollment by age; clearly, students 14-16 years of age are most likely to be referred. After age 16, many high-risk students drop out. This trend is reflected in the low referral rates for older students.

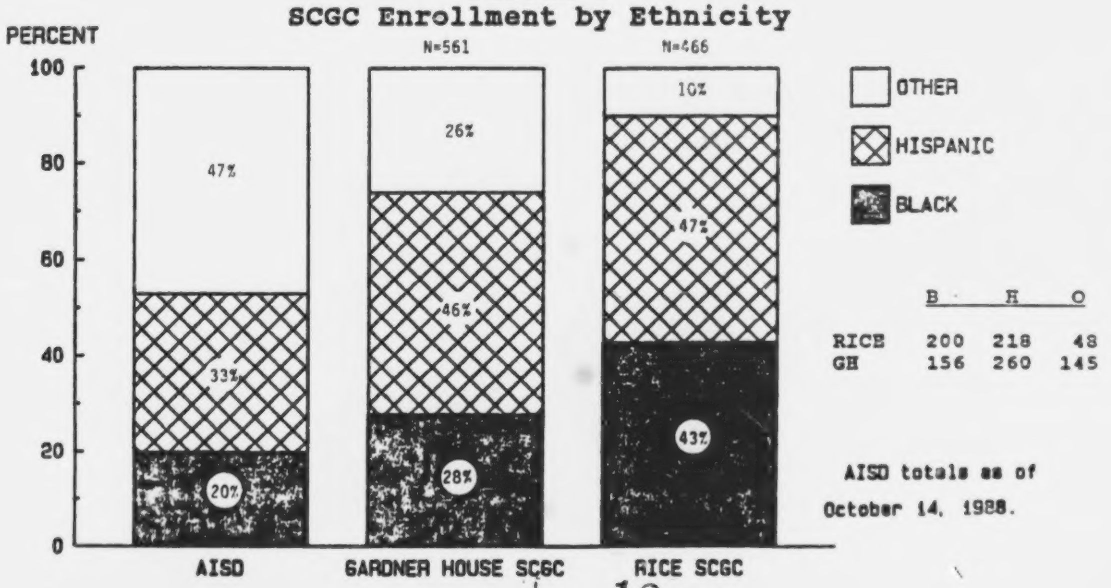
FIGURE 4
SCGC Enrollment by Age



AGE	RICE	GH
10	0	2
11	4	10
12	26	21
13	80	63
14	88	117
15	131	157
16	79	167
17	38	24
18	17	0
19	2	0
20	1	0

SCGC enrolls a disproportionate number of minority students compared with the District as a whole (see Figure 5). The percentage of Hispanic students is about the same at both Rice and Gardner House, but the percentage of Blacks is greater at Rice than at Gardner House. The percentage of Blacks referred to Rice is more than twice the percentage of Blacks districtwide.

FIGURE 5
SCGC Enrollment by Ethnicity



	B	H	O
RICE	200	218	48
GH	156	260	145

AISD totals as of October 14, 1988.

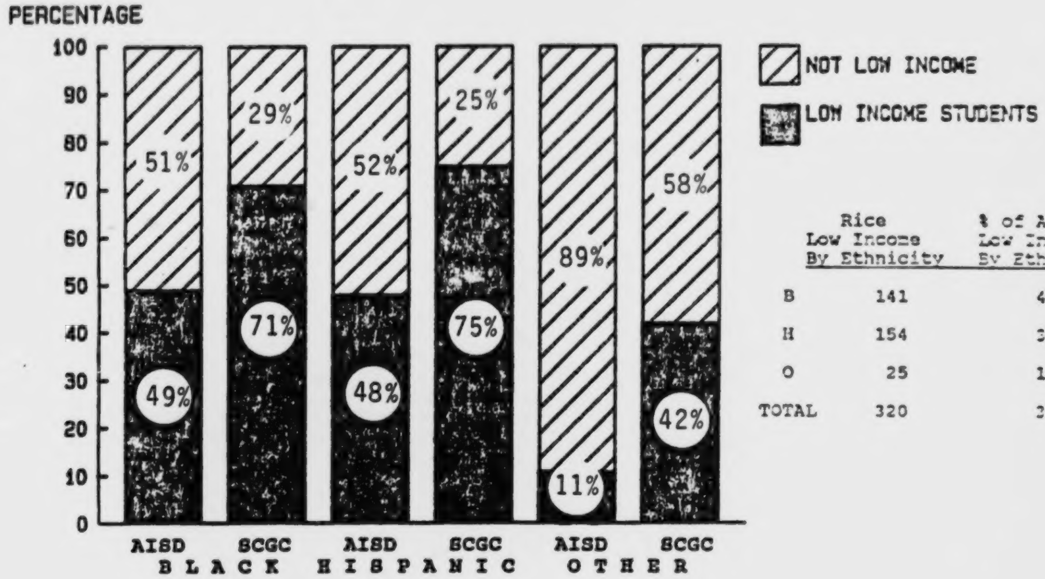
About 7 out of 10 SCGC students at Rice are low income, compared to about 3 out of 10 districtwide in the same grades. Students are considered low income if they or their siblings qualify for free or reduced-price lunches.

	AISD Low Income		SCGC (Rice) Low Income	
	Yes	No	Yes	No
Black	3,184	3,308	141	57
Hispanic	4,674	5,108	154	52
Other	1,782	14,168	25	34
TOTAL	9,640	22,584	*320	143
	30%	**70%**	**69%**	**31%**

* N=3 unknown

Within all ethnic groups, low-income students are more likely to be referred to SCGC at Rice than students who are not low income. Referral rates as a percentage of low income AISD students within each ethnicity ranged from 1% to 4%. Being from a low-income family has a disproportionately high correlation with referral to Rice. In other words, 3% of all AISD low-income students are referred to Rice, compared to 0.06% of all who are not low income (see Figure 6).

FIGURE 6
AISD vs. SCGC (Rice) Low-Income Students
By Ethnicity, Grades 6-12



	Rice Low Income By Ethnicity	% of AISD Low Income By Ethnicity
B	141	4%
H	154	3%
O	25	1%
TOTAL	320	3%

PROJECT SPECIALISTS

JOB DESCRIPTION

Project Specialists are the heart of the SCGC program. They assist students to:

- Improve school attendance,
- Improve academic performance,
- Decrease disruptive behavior,
- Decrease contact with the juvenile justice system,
- Obtain vocational information,
- Develop good citizenship skills.

New Student Orientation. Parental approval of the referral is prerequisite to enrollment, and every effort is made to enlist parents' continuing support for the program. Two days each week are set aside for new student enrollment; parents must appear with their children at that time to learn about the school's procedures and philosophy. Project Specialists then meet with new students in orientation sessions to review the F.R. Rice Student Handbook in detail; students must both understand and agree to abide by the rules. Information from various questionnaires assists the Project Specialists in establishing individual behavior management plans and academic goals for each student's stay at Rice. The Project Specialists then work with classroom teachers to implement these plans and goals. Achievement tests are also administered at this time as needed for placement purposes. Project Specialists create class schedules for each of their assigned students.

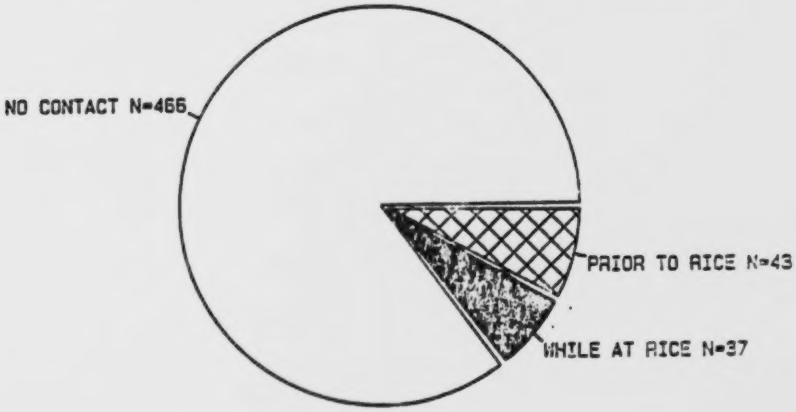
Attendance. Monitoring student attendance is a time-consuming but vital part of the SCGC program. Project Specialists are responsible for making daily telephone calls to the parents of students who are absent. Through regular checks with classroom teachers, the Project Specialists work to improve attendance, and they provide assistance to students and parents as appropriate. Coordinating re-entry into the home schools and making follow-up checks on student status 12 weeks after exiting Rice are also part of their duties.

Counseling. Project Specialists meet with students frequently on a one-to-one basis. Counselor call slips are available in each classroom. At the beginning of class, students who want to meet with their counselor fill out a call slip and give it to the teacher, who turns it in to the office along with attendance at the beginning of the period.

Counselors can then call students out of class that same period, schedules permitting. Students can also sign up any time on the appointment sheets taped to their Project Specialist's door. Home visits are made as needed. Discipline referrals are monitored on an on-going basis in an effort to improve student behavior. This year, selected students met occasionally in small-group counseling sessions to discuss problems and explore alternative, more effective, modes of communication with their peers and with teachers. Teaching new sets of coping skills is also stressed.

Contacts with the Juvenile Justice System. Project Specialists work with their students' parole officers and social workers as needed to reduce disruptive and criminal behavior. Breaking the cycle of recidivism is a central concern here. This year, 37 Rice students entered Gardner House during their semester at Rice, and another 43 reported contact with the juvenile justice system prior to their assignment to Rice (see Figures 7 and 19). (These self-reported numbers are likely understimates.)

FIGURE 7
Contact With Juvenile Justice System



Inservice Training. For the second year in a row, the Project Specialists received no inservice training at the beginning of the school year because of late funding of the TEA grant. The inservice training they received during the year consisted of training available to all District counselors; it was not geared specifically to their work with high-risk students. Project Specialists would like to receive inservice training on the following topics:

- Conflict resolution,
- Addictive disorders,
- Conduct disorder,
- Emotional disturbance,
- Stress reduction,
- Awareness of cultural differences.

REFERRALS TO COMMUNITY AGENCIES

Project Specialists referred 349 students and their families to other community agencies for assistance. This year, they referred to 33 agencies, 2 more than last year. The agencies are listed in Figure 8.

FIGURE 8
Community Agencies Utilized by SCGC

Austin Area Urban League
Austin Child Guidance and Evaluation Center
Austin Community College
Austin Dental Clinic
Austin Police Department - Victim Services
Austin Police Department - Hispanic Crimes Unit
Austin State Hospital
CARITAS
Center for the Development of Education & Nutrition
Center for Battered Women
Charter Lane Hospital
Child and Family Services
Children's Protective Services, Dept. of Human Services
Christian Social Mission
Community Advocates for Teens and Parents
Creative Rapid Learning Center
Delinquency Prevention Division, Juvenile Court
Faulkner Center
Gary Job Corps
Huston-Tillotson College
Mental Health-Mental Retardation
Pebble Project, Child Abuse Center
Planned Parenthood of Austin
Rape Crisis Center
Reproductive Services
S. E. R. - Jobs for Progress
South Austin Youth Services
Spectrum Emergency Shelter
St. Edward's Job Fair
State of Texas Department of Health
Travis County Health Department
Youth Advocacy Program
Youth Employment Services

PROBLEMS/SUGGESTIONS

The following information is based on interviews with Project Specialists and the School Psychologist at Rice.

Gangs. An increase in referrals for gang-related activities was noted. Referrals for vandalism and weapons accounted for a larger percentage of offenses this year than last. Although these same students may well have been referred to Rice for behavior problems in the absence of gangs, this emerging problem has impacted school climate in subtle as well as overt ways. Marking of property in gang styles, called "tagging," is a constant problem. Staff also notes an increase in low-level disruptive behavior, as gang members from neighborhoods all around the city are concentrated at Rice. The increased time spent on counseling and disciplining students about gang-related activities this year dilutes the amount of time spent educating them. Recommendations for dealing with this problem begin by emphasizing that the District must first recognize the problem; this is the first step toward informed discussion of possible solutions. Second, because gangs are a community problem, schools cannot solve the problem alone. Rice stresses an accountability model with students, and the staff recommends that the community do so with parents.

Orientation. New-student orientation, which usually takes place five mornings each week, consumes a substantial amount of time. Orientation was added to their duties this year. They suggest this duty could instead be filled by adding an AISD clerk position, freeing this time for individual counseling sessions.

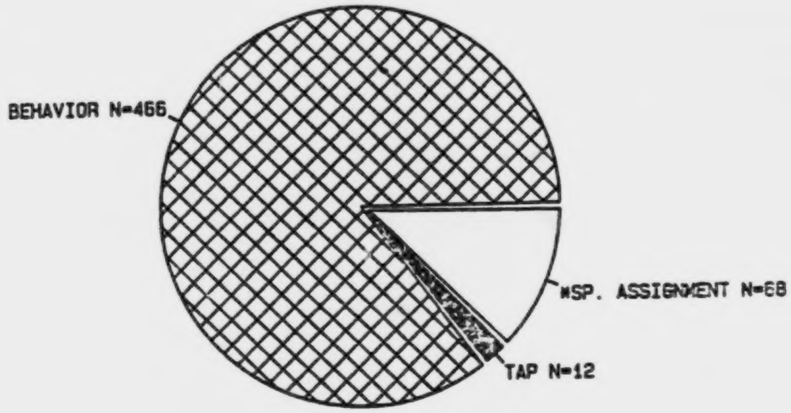
Families. Project Specialists report they have observed enrollment patterns that tend to encompass members of nuclear and extended families. They report counseling sets of brothers, sisters, cousins, and half-siblings. Some of these students may be enrolled concurrently, while others may enroll a year or two later. In their view, this trend points to dysfunctional family patterns in the community.

Grant Funding. Staff would like to see the program funded as a multi-year grant rather than year-to-year. This would allow program and personnel planning on a longer term basis. In addition, Project Specialists would like to see their salaries increased to a level commensurate with that of AISD counselors because they believe their duties are similar. Finally, staff would encourage the District to do whatever possible to fund SCGC Project Specialists to attend August faculty training workshops.

RICE SECONDARY SCHOOL

Most, but not all, students attending Rice are part of the SCGC program. Students in the Transitional Academic Program (TAP), for example, are behind academically and are referred to Rice to concentrate on academic work, whereas SCGC students--the majority of enrollees--are referred for disciplinary reasons. This year, 546 students attended Rice and 466 of them were SCGC participants (see Figure 9).

FIGURE 9
Rice Referral Reasons



* Special Assignment: school or parent request

According to TEA criteria, 68% (N=369) of Rice students are considered at risk of dropping out (Frazer, 1989). The most common sets of characteristics which put these students at risk are:

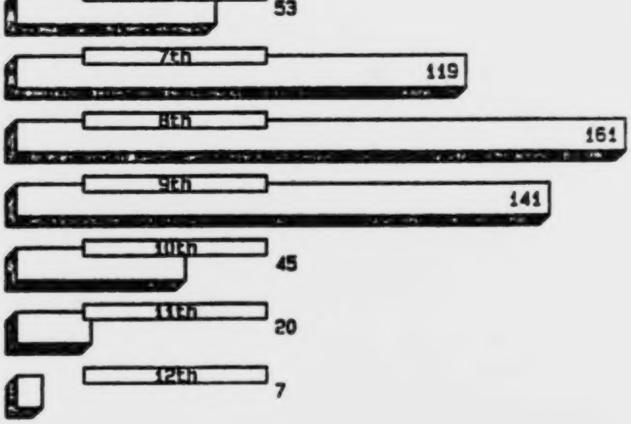
1. Two or more years below grade level on mathematics or reading achievement tests,
2. Age (two or more years older than expected for grade) and TEAMS scores,
3. Failing any two TEAMS tests, and
4. Age; low mathematics or reading achievement; and failing any TEAMS subtest.

This contrasts sharply with the 46% considered at risk in these grades districtwide. Project Specialists report that Rice students bring with them a variety of risk factors -- low income, lack of motivation, family problems, behavior problems, delinquency, low self-esteem, chronic truancy, low achievement, lack of coping skills -- that interfere with their participation in the regular school environment. The alternative education program at Rice provides one means of addressing the needs of these students through the schools. It does so on two levels: 1) academic, and 2) behavior.

ACADEMIC PROGRAM

The faculty at Rice provide "no-frills" instruction in core academic subjects. A lack of academic progress characterizes many of these students; many are overage for their grade and have a history of retention. There are no sports teams, no music programs, no extracurricular activities at Rice. Enrollment in a study skills class is required for students at low reading levels. A business course is the only elective available. TEAMS tests are administered according to the regular District schedule. Special education classes are provided for those with Individual Education Plans (IEP), but there are no formal classes for students with limited English proficiency. The school day at Rice begins at 10:20 and ends at 4:15. Most students enroll in six classes. Because they serve a select population, classes here are small; some may have had as few as three or four students at the beginning of a semester, but the average class size increased to 20 as more students were referred. Figure 10 presents Rice enrollment by grade. About three out of ten (N=161) Rice students were eighth graders.

FIGURE 10
Rice Enrollment by Grade



Assignments are often individualized; students work on materials from their own packets, kept in the classroom. Textbooks are handed out at the beginning of class and collected at the end. The intent is to teach courses matched in both content and pace to those at the students' home schools. This presents challenges to the teaching staff.

TEAMS Results. At both the seventh and ninth grade levels, the fewest Rice students mastered writing and the largest number mastered reading. Mastery in both areas was much lower than that for AISD overall. Almost half (45%) of the students failed all three tests (see Figure 11). A stronger TEAMS emphasis might help students' graduation prospects.

FIGURE 11
TEAMS Mastery

	Percentage Mastering Subtest			
	Grade 7		Grade 9	
	Rice	District	Rice	District
Mathematics	33%	85%	23%	79%
Reading	38%	83%	50%	83%
Writing	19%	75%	17%	64%
Passed All	14%	67%	8%	56%

Rice 7th Grade: 22 students
- 3 students (14%) passed all tests taken,
- 3 students (14%) failed one test only,
- 6 students (27%) failed two tests, and
- 10 students (45%) failed all three tests.

Rice 9th Grade: 13 students
- 1 student (8%) passed all tests taken,
- 4 students (31%) failed one test only,
- 2 students (15%) failed two tests, and
- 6 students (46%) failed all three tests.

Faculty. Faculty are assigned to Rice in accordance with regular District procedures. The Office of Staff Personnel reports that few teachers request assignment to Rice; in May, there were two such requests on file. Campus teacher turnover is high. For example, 7 of the 15 faculty (47%) on the staff the first day of school this year were new to Rice, compared to a District median of 11.5% for other high schools. New teachers receive no special training to prepare them for working with the behavior problem population that predominates at Rice, nor do they receive a salary bonus. Research on teacher burnout (Dworkin, 1985) finds that schools reporting high teacher turnover rates produced lower levels of achievement than schools with low turnover.

BEHAVIOR

Because the predominant reason for assignment to Rice is behavior problems, both faculty and staff devote considerable attention to fostering school-appropriate behaviors both in and out of the classroom. A copy of the school's Code of Conduct, for example, is posted in each room. Program Specialists work with students on a one-to-one and small group basis, addressing personal, academic, and vocational concerns. Both in the classroom, as well as at lunch and before and after school, the staff emphasize student awareness of responsibility, citizenship, decision-making, communication, and coping skills to encourage appropriate behavior. In most classrooms, there is a chair at the side of the room where students can go voluntarily, or be directed, to "cool down" or refocus their attention when they find it difficult to stay on task. When the bell rings at the start of class, teachers lock their classroom doors; tardy students must knock to be admitted.

Referral Reasons. Students are referred to Rice for a wide variety of behavior problems, ranging from truancy to carrying a weapon to sexual acting out (see Figure 12). Most students are referred for more than one reason. Rates of referral in several behavior categories increased compared to last year; those showing the largest increases include possession of weapons, insubordination, vandalism, and truancy. These increases coincide with the rise of gangs noted by staff this year (see page 8). There were fewer referrals for tardiness and detention violations this year, in keeping with policy that schools should try to handle these more routine problems themselves.

FIGURE 12
Discipline Referral Reasons

	FREQUENCY				
REFERRAL REASON	1987-8		1988-9		CHANGE
Insubordination	216	32%	229	42%	+
Fighting	191	28%	136	25%	-
Truancy	120	18%	129	24%	+
Obscene language	103	15%	80	15%	0
Assault	74	11%	42	8%	-
Detention (missed/excessive)	93	14%	44	8%	-
Theft	39	6%	38	7%	+
Drugs/alcohol offenses	50	7%	36	7%	0
Possession/use of weapons	25	4%	34	6%	+
Vandalism	18	3%	28	5%	+
Excessive tardiness	101	15%	33	6%	-
Sexual misconduct	3	.4%	15	3%	+
Arson	7	1%	2	.4%	-
	(N=685)		(N=546)		

Note: Individual students may be counted more than once.

INNOVATIONS

Facility. Last year, students in the Middle School (grades 6-8) and High School (grades 9-12) were housed at separate facilities several miles apart. That situation impeded coordination and communication among staff members and forced allocation of scarce resources that could otherwise have been shared. In order to ameliorate the situation, the two schools were combined this year on one campus.

Assemblies. An awards assembly was held at the end of each six-week grading period to recognize students with perfect attendance and honor roll grades. A member of the AISD School Board handed out certificates in October to the first group of winners.

Adopt-A-Kid. Project Specialists encouraged faculty and staff informally to "adopt" several students each and get to know them on a more personal level. The focus of this particular innovation is to provide a hefty dose of positive student-teacher interactions outside the classroom for students who have, by and large, found such interactions to be negative in the past.

Code of Conduct. This year, the faculty adopted a school-wide Code of Conduct for all students. A copy was posted in each classroom.

Homework. This year, students in most classes were assigned homework three times a week. Last year, no homework was assigned; instead, work was completed during a study period in each class.

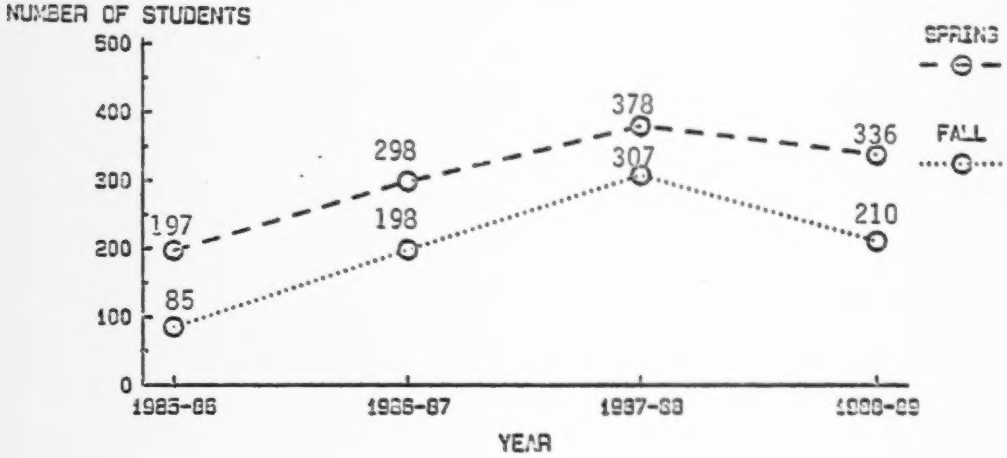
All Stars Game. At the end of the fall semester, boys from the high school athletics class formed a basketball team, the Rice All Stars, and challenged the Austin Police Department All Stars to a game. The student body and faculty turned out to cheer.

Art Program. Through the counseling program this year, a group of students was able to work with an Austin artist who volunteered his time to instruct them. The point of this program was to channel students' creativity along constructive paths. Instead of adding to the graffiti on neighborhood walls and walks, this group of students, many of them gang members, met on weekends to whitewash walls and paint murals. They also painted panels of school mascots for their home campuses.

ENROLLMENT TRENDS

Figure 13 shows Rice enrollment by semester from 1985-86 through 1988-89. Most students attend Rice only during the fall or spring. Students who enroll the last six weeks of a semester and stay on the following semester or who are referred again to Rice after returning to their home school are counted both semesters (because they are served both semesters). In 1988-89, for example, 476 individual students were enrolled in Rice--70 were enrolled during parts of both semesters.

FIGURE 13
Rice Enrollment Trends
1985-86 through 1988-89



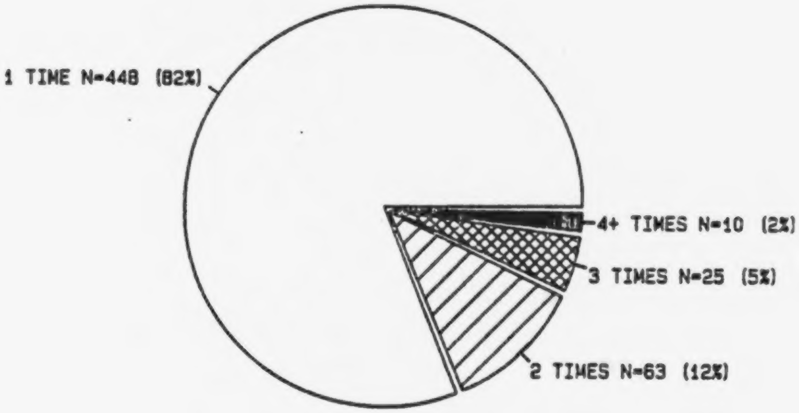
The following enrollment trends are evident:

- Enrollment at Rice increased each of the first three years of operation and declined somewhat this year (during both the fall and spring semesters). Enrollment increases may be attributable to greater AISD staff awareness over time of the alternative program. This year's decline may be because schools were encouraged by the administration to handle routine disciplinary actions themselves this year, rather than quickly referring students to Rice.
- Spring enrollment is regularly higher than fall enrollment. This trend may be because: 1) students have accumulated enough disciplinary referrals by spring to qualify them for Rice, or 2) disruptive behavior generally tends to increase in the spring.

Figure 14 illustrates the number of times those served in 1988-89 at Rice had been referred.

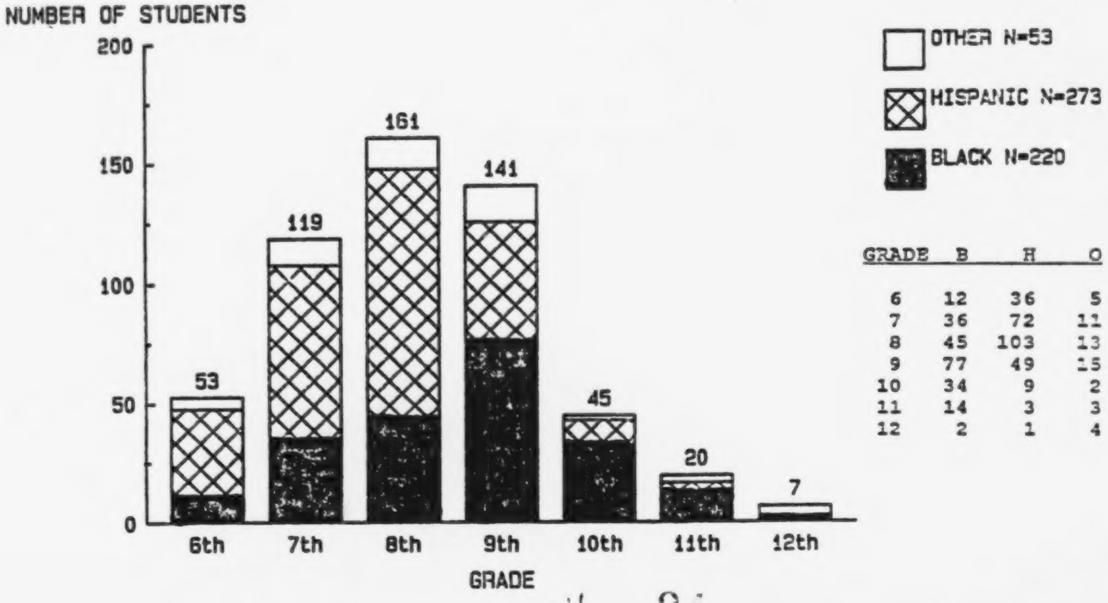
About one in five students (19%) at Rice in 1988-89 had been there before--either in previous years or in fall and spring of 1988-89 (see Figure 14).

FIGURE 14
Repeat Referrals to Rice, 1988-89



Minority student populations show distinctive patterns of enrollment. Hispanic referrals are highest in grade 8, while Black enrollment peaks in grade 9 (see Figure 15).

FIGURE 15
Rice Enrollment by Grade and Ethnicity, 1988-89



GRADE	B	H	O
6	12	36	5
7	36	72	11
8	45	103	13
9	77	49	15
10	34	9	2
11	14	3	3
12	2	1	4

HOME SCHOOLS

Students came to Rice from all of the District's 11 high schools and 13 junior high and middle schools. Figure 16 lists their home schools in order by number of referrals. Porter and Pearce, both middle schools, top the list this year; they were also the top two last year. As shown, the percentage of those enrolled who are referred also varies by school, with Pearce (5%) and O'Henry (4.1%) referring the highest percentage of their own enrollment and Bowie (0.3%) and Dobie (0.5%) the lowest percentage.

FIGURE 16
Home Schools of Rice Students, 1988-89

School (membership)	# to Rice	% of School	% of Rice
Pearce (876)	44	5.0%	8.0%
Porter (1,089)	41	3.8%	7.5%
Murchison (1,032)	40	3.9%	7.3%
LBJ (1,345)	35	2.6%	6.4%
Mendez (1,063)	33	3.0%	6.0%
Johnston (1,558)	33	2.1%	6.0%
Lanier (1,453)	31	2.0%	5.7%
O'Henry (755)	31	4.1%	5.7%
Martin (689)	24	3.5%	4.4%
McCallum (1,371)	24	1.8%	4.4%
Lamar (827)	22	2.7%	4.0%
Crockett (1,800)	22	1.2%	4.0%
Burnet (942)	21	2.2%	3.8%
Bedichek (1,030)	20	1.9%	3.7%
Reagan (1,435)	19	1.3%	3.5%
Austin (1,831)	19	1.0%	3.5%
Fulmore (859)	13	1.5%	2.4%
Travis (1,354)	13	1.0%	2.4%
Covington (1,242)	10	0.8%	1.8%
Anderson (1,416)	9	0.6%	1.6%
Robbins (215)	8	3.7%	1.5%
Kealing (698)	8	1.1%	1.5%
Bowie (1,867)	5	0.3%	0.9%
Dobie (850)	4	0.5%	0.7%

Based on TEA fall, 1988, membership count.

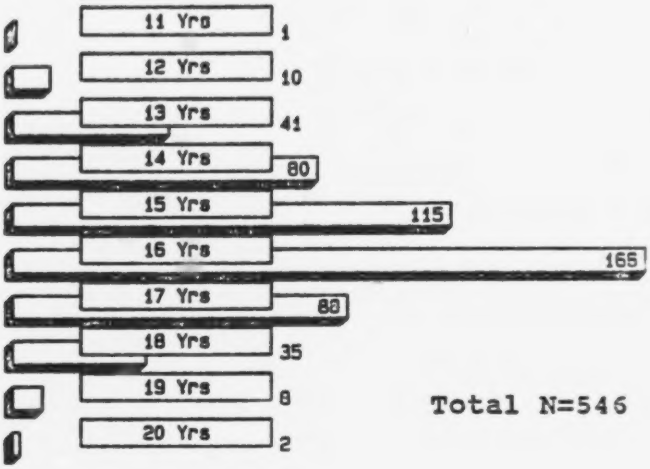
Continuing TAP students and those from TYC are not included on this list.

RICE STUDENT CHARACTERISTICS

As noted earlier, SCGC includes most (N=466), but not all, of the 546 Rice students. A brief profile of all Rice students reveals the following points:

- **Age.** The most common age of Rice students was 16, though the range extended from 11 to 20 years of age. See Figure 17.

FIGURE 17
Rice Enrollment by Age



Total N=546

- **Gender.** Males accounted for 79% (N=434) of Rice enrollment; only 21% (N=112) were female.

- **Ethnicity.** Ninety percent (N=493) of Rice students were minority, either Black or Hispanic. The percentage breakdown was as follows: Hispanic 50% (N=273); Black 40% (N=220); Other 10% (N=53).

- **Special Education Status.** Districtwide, 8.5% of AISD secondary students were enrolled in Special Education classes this year. At Rice, the percentage was 14.7% (N=80).

- **Previous Assignments.** This year, 74% (N=405) of the students were assigned to Rice for the first time, while 26% (N=141) were repeaters.

- **Low Income Status.** Over two thirds (71%, N=387) of Rice students are low income (either they or their siblings qualify for free or reduced-price lunches).

STUDENT OPINIONS ABOUT RICE

A random sample of Rice High School students (N=21) (about one third of the enrollment at that time) was surveyed in fall, 1988, as part of the districtwide student survey. Students were asked to what extent they agreed with these statements:

"I want to stay another semester at Rice."

Results: Most (71%) of the students disagreed with this statement. More than half (57%) disagreed strongly. Only 10% agreed.

"My behavior is better than last year now that I am at Rice."

Results: Over half (62%) of the students agreed that their behavior has improved at Rice, with 29% neutral and 10% disagreeing.

"I feel more confident about staying in school through graduation now that I am at Rice."

Results: Three fourths (75%) of the respondents agreed with the statement; only one student (5%) disagreed.

"Compared to my home school, counselors at Rice pay more attention to me as a person."

Results: Responses to this statement were more evenly divided than responses to other questions. An equal number of students (14%) agreed strongly and disagreed strongly. Overall, however, 43% agreed and 29% disagreed with the statement, with 29% neutral.

"Teachers at Rice have helped me to improve my grades."

Results: Three in four (76%) of the students agreed with the statement, while only 10% disagreed.

Results of the high school student survey indicate that, in general, the SCGC Program is having a beneficial impact on these high-risk students' attitudes. By a large margin, they report that both their behavior and their grades improved during their reassignment to Rice. Over half the respondents reported that they liked the personal attention of the SCGC Project Specialists. Overall, students prefer to return to their home schools rather than remain another semester at Rice, despite statistical trends showing that their grades tend to drop, and they tend to drop out in greater numbers, at their home schools compared to Rice. Assignment to Rice may well be "strong medicine" for these students; they may also wish to avoid the stigma attached to enrollment there.

The most hopeful finding, perhaps, is that 75% of the students report that assignment to Rice has made them more confident about staying in school, a tribute to the dropout prevention efforts of the Rice Project Specialists and faculty.

STAFF OPINIONS ABOUT RICE

A random sample of District employees (secondary teachers, campus professionals and campus administrators) was surveyed in spring, 1989. Valid return rates varied from 92% to 67%. Recipients were asked to what extent they agreed with these statements about Rice:

"The program at Rice was beneficial in preparing students to return to our campus." N=255

Results: Responses were evenly split, with about one fourth each agreeing and disagreeing, while another fourth was neutral, and the remaining fourth did not know.

"Students who have returned to this campus from Rice are less disruptive now than they were before their reassignment." N=281

Results: Over half (55%) of the respondents were either neutral or did not know. More disagreed (29%) than agreed (16%) with this statement.

"Students who have returned to this campus from Rice have a more positive outlook about self and school now than before they went." N=268

Results: About twice as many respondents disagreed with this statement (31%) as agreed with it (15%). Over half (55%) were either neutral or did not know.

The survey also asked: "What special attention or services are you providing to Rice students entering your campus spring semester?" N of responses = 499

Thirteen percent reported providing students with a special orientation session, while 10% reported extra individual counseling. Seventeen percent reported no Rice students. The remaining 40% of responses were scattered among these options: tour of school, discussion at faculty meeting, lunch with the students, group counseling, unique course assignment, classes with other Rice students, adult mentor, coordinated vocational and academic education, community in schools program, PAL, and WINGS.

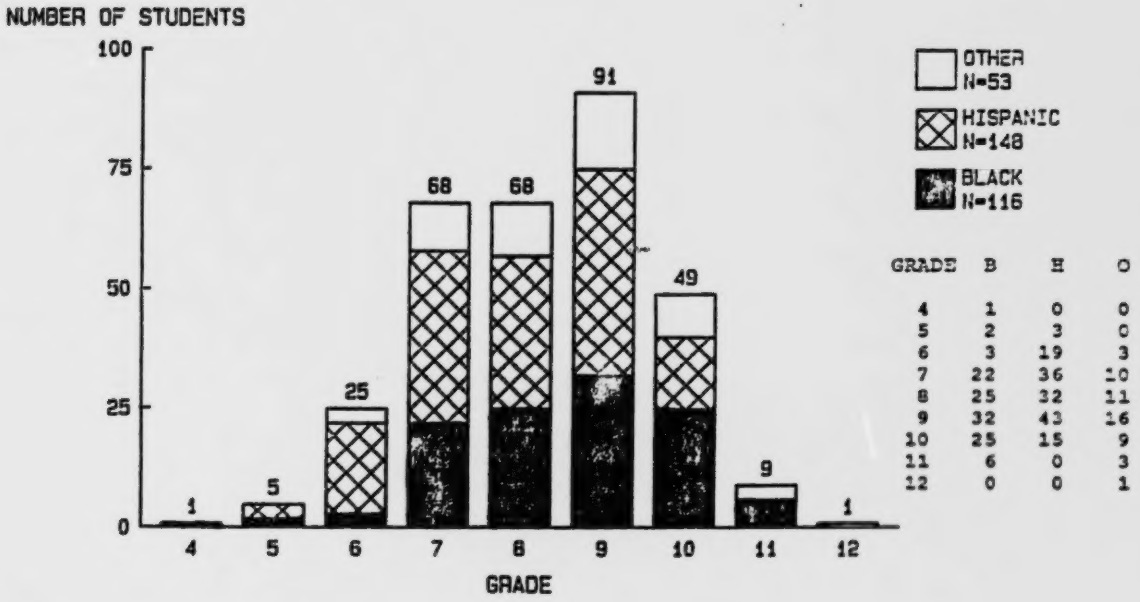
GARDNER HOUSE

The Travis County Juvenile Detention Center, Gardner House, was located this year and last in temporary quarters on the Austin State Hospital grounds. Juvenile offenders detained by the courts stay there while awaiting a court hearing. Afterward, depending on the outcome of their case, some may remain for varying lengths of time while others are released usually to the custody of their parents or on parole. During the 1988-89 school year, the shortest stay was 1 day, the longest 90 days, and the average 5.2 days. For security reasons, not all juveniles can be held at this temporary facility, so some are sent elsewhere, thus artificially deflating the number served for 1988-89. The new facility is scheduled to open during the fall of 1989.

ACADEMIC PROGRAM

The SCGC Program at Gardner House provides the opportunity for continuity of school enrollment for delinquent AISD students. See Figure 18 for enrollment by grade and ethnicity. In order to receive credit, District students can accumulate no more than five unexcused absences per semester.

FIGURE 18
AISD Students at Gardner House
Frequency by Grade and Ethnicity



GRADE	B	H	O
4	1	0	0
5	2	3	0
6	3	19	3
7	22	36	10
8	25	32	11
9	32	43	16
10	25	15	9
11	6	0	3
12	0	0	1

By placing a certified AISD teacher at Gardner House to implement an educational program, SCGC makes it possible for students to receive attendance credit if they participate in the classes. When students are detained for two weeks or more, or if they express an interest in keeping up with assignments from their home schools, the Project Specialist can request a copy of the students' course work. Individual lesson plans are made for advanced students and those far behind the rest of the group. More than half the students (N=317, 57%) this year were enrolled in AISD. Another 106 (19%) of detainees reported enrollment in other school districts, and 138 (25%) were dropouts. This year for the first time, many AISD textbooks are available for use at Gardner House. Overall, however, detention is a stressful time for the students, and many are not capable of completing usual amounts of coursework.

Career Education. Easy-to-read materials are available to students interested in learning about vocational choices. Periodically, a series of guest speakers discuss their occupations and the prerequisite training.

Life Skills. A program of films, discussions, and guest speakers from the community supplement the instructional program. Topics include family and financial planning, mental and physical health, and adolescent growth and development.

Recreation. Recreational activities are organized for the students. Because of facility security restrictions at the temporary site, outdoor activities are limited.

Arts and Crafts. Materials are available for students to express themselves creatively. These times also provide the opportunity for discussion of feelings in a nonthreatening atmosphere. In December, for example, the students sewed and stuffed teddy bears as their contribution to the Austin Police Department's Blue Santa Program, which donates gifts to disadvantaged children.

PROBLEMS/SUGGESTIONS

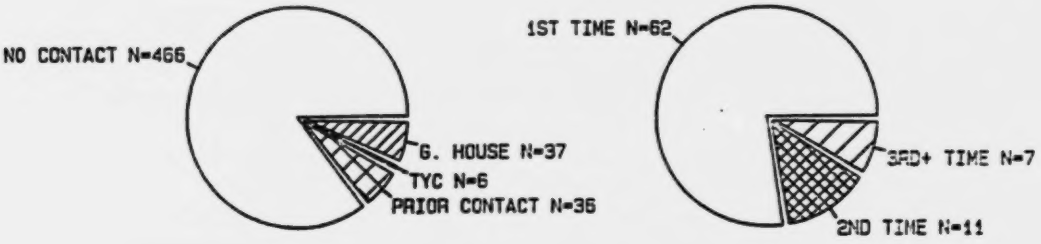
Gardner House enrollment this year (N=561) increased 12% over last year (N=501), boosting the student-teacher ratio to 17:1. This ratio would be even higher if all juveniles detained had been held at the temporary facility; many were sent elsewhere for security reasons. According to the Standards for Juvenile Detention Facilities published by the Texas Juvenile Probation Commission, "When education services are provided in the detention facility, it is recommended that teacher student ratios not exceed one to ten...". The hiring of a second teacher to work at Gardner House would lower the ratio and increase the supervision available.

OFFENSES

Students were referred to SCGC at Gardner House for committing one or more of a wide variety of offenses. Some occurred while students were in school; most did not. SCGC is intended to help teenagers avoid contact with the court system, which means the delinquent behaviors leading to detention and prosecution must be addressed.

Rice Students at Gardner House. Some Rice students were referred to Gardner House because of contact with juvenile justice authorities (see Figure 19). During the school year, a total of 37 (8%, unduplicated count) Rice students entered Gardner House during their semester of enrollment at Rice. Most of the Rice students were held for burglary (N=16), violation of a court order or warrant (N=9), drugs (N=7) or assault with injury (N=6). Six students were referred to Rice by the Texas Youth Commission as a condition of probation. In addition to thesef, 37 Rice students reported contact with Gardner House prior to their semester of enrollment for a total of 80 (15%) of Rice students with a history of contact with the Travis County juvenile justice system. (The numbers of self-reported prior contact are likely underrreported.)

FIGURE 19
Rice Students at Gardner House



CONTACT WITH COURT SYSTEM
ALL RICE STUDENTS N=546

NUMBER OF ASSIGNMENTS TO RICE
FOR CONTACT GROUP N=80

Recidivism. For all of the 561 offenders held at Gardner House during the 1988-89 school year, the recidivism rate was as follows:

- 399 (71%) entered for the first time
- 119 (21%) entered for the second time
- 43 (8%) entered for the third through seventh time.

Figure 20 shows the frequencies of offenses, by category, for delinquents detained at Gardner House. Burglaries, runaways, and violation of court orders were the most common. Some delinquents were referred for multiple reasons.

FIGURE 20
Gardner House: Offenses by Frequency

OFFENSE	TOTAL FREQUENCY	RICE STUDENTS
Burglary	153	13
Burglary of vehicle	46	3
Robbery	9	4
Aggravated robbery	16	1
Theft	60	4
Unauthorized use of vehicle	59	
Criminal mischief	30	3
Criminal trespass	8	3
Possession of a controlled substance	28	5
Inhalant abuse	3	2
Murder/manslaughter	4	
Assault on school official	13	
Assault with injury	30	6
Aggravated assault	31	1
Sexual assault	4	
Weapons violations	21	5
Terroristic threat	10	
Runaway	73	1
Harboring a runaway	1	1
Escape/evading custody	9	
Parole violation	19	
Violation of a court appearance	79	7
Warrant failure to appear	10	2
Temporary detention/not yet charged	29	2

Note: Individual students may be counted more than once.

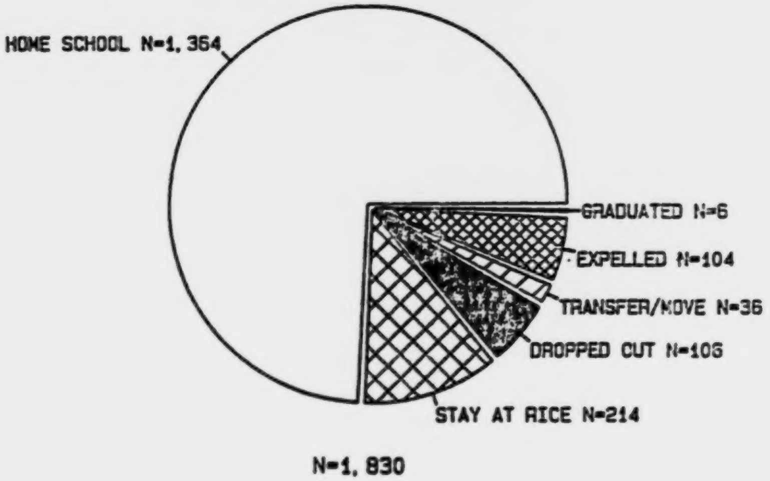
PROGRAM FOLLOW-UP

END-OF-SEMESTER DISPOSITIONS

The status of Rice students at exit has been gathered now for seven semesters. Figure 21 shows the status of all Rice students at the end of their semester of enrollment. It is noteworthy that 75% of them (N=1,364) were exited to their home schools, and equal percentages (6% each) were expelled and dropped out while at Rice. Another 12% stayed at Rice for the following semester.

Looking at 1988-89 data only, the dropout rate at exit was 10% (more than four times higher than last year's 2.2%) and the expulsion rate was 9% (double last year's 4.4% rate).

FIGURE 21
End-of-Semester Dispositions
Rice Students 1984-89



TWELVE-WEEK FOLLOW-UP

For evaluation purposes, TEA requires grant recipients to provide information on student attendance and grades during and after enrollment in SCGC at Rice. Specifically, TEA requests data on students who meet these criteria:

- Attending Rice for the first time.
- Reassigned to their home school at the end of the semester.
- Still in school 12 weeks later.

During the current school year, 119 students from spring semester, 1988, met these criteria, and 74 students from the fall semester, 1988. (Follow-up data on students enrolled in SCGC in spring, 1989, will be available 12 weeks into the fall semester, 1989.) Figure 22 shows 12-week follow-up data. The average attendance rate for each student for the semester of assignment to Rice was computed and compared with the average attendance rate for the 12 weeks following return to the home campus. An improvement of five days or more was considered "better," a decline of more than five days was considered "worse," and changes less than that amount were considered "no change." For grades, the average number of credits earned was contrasted for the semester of assignment and the 12-week follow-up period. An increase in the average number of credits earned was "better," a decline was "worse," and the same number was "no change." Trends are inconclusive. Attendance was up in the spring and down in the fall, while grades showed movement in the opposite direction.

FIGURE 22
TEA 12-Week Follow-Up

ATTENDANCE

	Spring, 1988 N=119	**Fall, 1988** N=74
Better	51	11
No Change	41	13
Worse	26	34
Incomplete Records	1	16

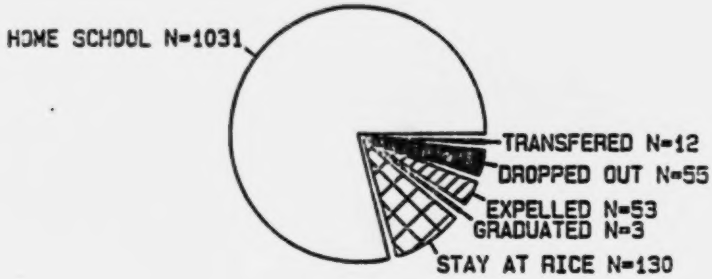
GRADES

	Spring, 1988 N=119	**Fall, 1988** N=74
Better	31	36
No Change	26	14
Worse	60	13
Incomplete Records	2	11

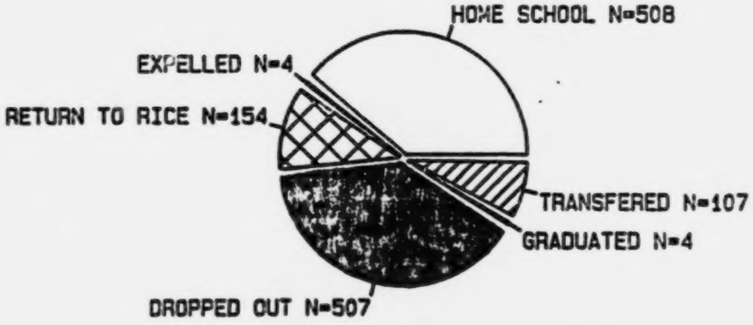
ONE-YEAR FOLLOW-UP

Figure 23 shows both the exit status of 1,284 Rice students enrolled from spring, 1986, through spring, 1988, and the status of these same students one year later. By this point, the percentage of students attending their home schools (40%, N=508) was the same as the percentage that had dropped out (40%, N=507). Recidivists accounted for 12%, and transfers 8%.

FIGURE 23
One-Year Follow-Up
Rice Students Enrolled Spring, 1986 - Spring, 1988



STATUS
AT EXIT



STATUS
ONE YEAR LATER

Because there is no control population of students with behavior problems who are allowed to remain at their home schools in lieu of assignment to Rice, no firm conclusions can be drawn regarding whether students fare better in terms of improved behavior and staying in school by being sent to Rice.

COSTS

The School-Community Guidance Center (SCGC) program at Rice and Gardner House was funded by a $100,000 grant from the Texas Education Agency under the authority of Article III, House Bill 20, Appropriations Bill of the 70th Texas Legislature. The budget for the 1988-89 school year was divided as follows: $20,688 for Gardner House, $54,704 for Rice, $13,269 for evaluation, and $8,409 for summer school.

Gardner House served a large number of students (561) for a short period of time (average detention of 5.2 days), while Rice's 466 SCGC students generally stayed until the end of the semester of enrollment. The cost per student was $37 at Gardner House and $117 at Rice. (The number of students served in summer school is not yet available.)

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Publication Number 88.24
July, 1989

SCGC

EVALUATION PLAN

88.10

EVALUATION PLAN

Program: School-Community Guidance Center

Contact Person: Lesley Swanson

Evaluation/Program Description:

This evaluation will study short-and long-term effects of the program. In addition to looking at the characteristics of the students, the evaluation will examine the attendance rates, school performance, recidivism, further contacts with juvenile authorities, follow-up contacts, and dropout rates. Evaluation resources include one half-time evaluation associate funded by the grant, with supervision provided by the Systemwide Evaluation evaluator.

The School-Community Guidance Center (SCGC) provides support services for students attending F. R. Rice and Gardner House because of delinquent behavior or contact with the juvenile justice system. Three project specialists serve as liaisons between AISD, students, and community agencies. Two provide counseling and tutoring services at Rice; one provides educational services at Gardner House.

Evaluation Outline:

Decision Question D1: Should changes be made in the way students are identified or placed in the School-Community Guidance Center? (Students enrolled 1988-89.)

Date needed: June, 1989

	Evaluation Questions	Information Sources
D1-1.	How many students were assigned to the SCGC at Rice Secondary School? How many students enrolled at Rice Middle School? High School? How many were served at Gardner House? What are the enrollment procedures? What is the limit on total enrollment?	• Student Referral/ Information Forms • Gardner House Logs • Staff Interviews

	Evaluation Questions	Information Sources
D1-2.	What were the characteristics of SCGC students: -- By grade (age, for dropouts)? -- By ethnicity? -- By sex? -- By offense? -- By grade by ethnicity?	● Student Referral/ Information Forms ● Gardner House Logs
D1-3.	How many students were returned to Rice or Gardner House? How many times each? How many Rice students had previously been assigned to Rice? How many previous assignments?	● Student Referral/ Information Forms ● Gardner House Logs
D1-4.	Students were referred to Rice from which schools? How many students were referred from each of these schools?	● Student Referral/ Information Forms
D1-5.	What offenses were students referred to SCGC for committing? What are the three-year trends?	● Student Referral/ Information Forms ● Gardner House Logs
D1-6.	How many Rice students were referred, at least in part, because of contact with juvenile justice system authorities?	● Student Referral/ Information Forms
D1-7.	What was the cost of the program?	● Student Referral/ Information Forms ● Gardner House Logs ● Grant Proposal

Decision Question D2: Should AISD's School-Community Guidance Center be continued as is or modified? (Students enrolled 1988-89.)

Date needed: June, 1989

	Evaluation Questions	Information Sources
D2-1.	What services did the SCGC program staff provide?	● Staff Interviews ● Activity Logs
D2-2.	How do classes at Rice differ from those at other schools? What is the average class size? How many classes do students take?	● Classroom Observations ● Staff Interviews

	Evaluation Questions	Information Sources
	How long is each class? Do students request that they be allowed to remain at Rice instead of returning to their home schools?	
D2-3.	What training did the program staff receive? What was the ratio of teachers on contract to permanent substitutes at the beginning of the year? At the end of the year?	• Staff Interviews • Activity Logs
D2-4.	How has the change in housing affected the program?	• Staff Interviews
D2-5.	What recommendations did the staff offer for improvement of SCGC? What innovations were implemented?	• Staff Interviews
D2-6.	What services were provided for summer school students during the summer of 1989? How many students were served?	• Staff Interviews • Supplemental Activity Logs
D2-7.	Which agencies outside AISD were used as resources for students who needed further assistance? How many students were referred to these agencies?	• Activity Logs • Program Staff Interviews • Student Referral/ Information Forms
D2-8.	How many Rice students had further contact with Gardner House after enrollment in SCGC?	• Gardner House Logs
D2-9.	How many Rice students dropped out of school during the semester of enrollment? How does this compare to last year's figures? How does this compare to AISD's overall dropout rate? How does this compare to other alternative education programs?	• Student Master Files • Student Referral/ Information Forms • AISD's Dropout Report
D2-10.	What did students do when they exited from Rice? -- Returned to campus -- Transferred to another alternative education program -- Graduated	• Student Referral/ Information Forms

Evaluation Questions	Information Sources
-- Were expelled -- Moved from AISD -- Were committed to another institution -- Dropped out of school	

Decision Question D3: Should AISD's School-Community Guidance Center's follow-up services be continued as they are or modified? (Students enrolled spring, 1988 and fall, 1988.)

Date needed: June, 1989

	Evaluation Questions	Information Sources
D3-1.	What follow-up services were provided by SCGC? By AISD?	• Student Referral/ Information Forms • Staff Interviews • District Surveys
D3-2.	Of the students exited from Rice at the end of the spring, 1988 semester, what was their status 12 weeks after the start of the fall, 1988 semester? -- Remained in school -- Enrolled in another alternative education program -- Were expelled -- Moved from AISD -- Were committed to another institution -- Dropped out of school -- Returned to Rice -- Other	• Follow-up Forms
D3-3.	Of the students exited from Rice at the end of fall, 1988, what was their status 12 weeks later? -- Remained in school -- Enrolled in another alternative education program -- Were expelled -- Moved from AISD -- Were committed to another institution -- Dropped out of school -- Returned to Rice -- Other	• Student Referral/ Information Forms • Follow-up Forms

	Evaluation Questions	Information Sources
D3-4.	What were the attendance rates of all enrolled students before, during, and after enrollment in SCGC at Rice?	● Attendance Records
D3-5.	Of the students still in school 12 weeks after exiting from Rice, was their attendance better, worse, or unchanged?	● Attendance Records
D3-6.	What was the school performance of all enrolled students before, during, and after enrollment in SCGC at Rice?	● Grade Reports ● AISD Files
D3-7.	Of the students still in school 12 weeks after exiting from Rice, was their school performance better, worse, or unchanged? How many students achieved mastery on the Texas Educational Assessment of Minimum Skills (TEAMS)?	● Grade Reports ● AISD Files

Decision Question D4: Should follow-up services provided to SCGC students be continued beyond one semester? (Students enrolled spring, 1986; fall, 1986; spring, 1987; fall, 1987; spring, 1988; fall, 1988).

Date needed: June, 1989

	Evaluation Questions	Information Sources
D4-1.	What was the status (in school or dropout) at the end of the 1988-89 school year of students who were enrolled at Rice? -- Spring, 1986 -- Fall, 1986 -- Spring, 1987 -- Fall, 1987 -- Spring, 1988 -- Fall, 1988	● AISD Files

INTRODUCTION

The SCGC evaluation requires a variety of data analyses. These were largely accomplished through the use of SAS programs and SAS data files created specifically for purposes of this evaluation. File layouts, program notes, and programs are attached.

Because there was no control group population of behavior disordered or delinquent students who were not referred to SCGC, a true randomized experimental design that looks at between-group differences was not part of this evaluation. Instead, the evaluation followed a holistic-inductive paradigm, based on naturalistic inquiry. Both qualitative and quantitative data were collected and analyzed. Data gleaned from classroom observations, staff interviews, staff/student student surveys, test results, and follow-up analyses were combined and sorted in order to describe and analyze various patterns.

The role of the evaluation associate during 1988-89 was one of observation as an outsider, rather than that of staff person at the alternative center. The evaluation observations were overt; program staff knew both that observations were being made and who was making them. Multiple observations were made over the course of the school year. The focus was broad, and encompassed a holistic view of the entire program and its components: the physical setting, staff organization, student behaviors, staff-student interactions, and program documents.

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SCGC

Appendix A

PROGRAM DESCRIPTION

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Appendix A

PROGRAM DESCRIPTION

History

The School-Community Guidance Center alternative education program in Austin Independent School District began in fall, 1985, with a grant from the Texas Education Agency. 1988-89 marked the fourth consecutive year of SCGC funding (see Attachment A-1). To date, 2,301 students have been served at the District's alternative secondary school (excluding summer school), and 2,855 juvenile offenders have been served at the Gardner House, the Travis County Juvenile Detention Center.

	Alternative School	**Gardner House**
1984-85	240	581
1985-86	319	635
1986-87	496	592
1987-88	685	* 501
1988-89	546	* 561

* Located in temporary quarters.
High-risk offenders were sent to another location, hence these figures are artificially deflated.

Target Population

SCGC students are referred to the program for one of the following reasons:

- Behavior problems at the home school, as defined by Level III, principal intervention, of the District's Discipline Management Plan (Fall, 1987), (See Attachment A-2.)
- Detention by Travis County juvenile justice authorities, or
- Referral by the Texas Youth Commission as a condition of probation.

Staffing

Four employees constitute the core SCGC staff during the regular school year: three Project Specialists and one Evaluation Associate. Additional Project Specialists may be hired for summer school as the budget permits. For summer 1989, there were three: one each at Austin High, Martin Junior High, and Gardner House.

During the school year, the two Project Specialists assigned to the alternative school worked as counselors and also provided community liaison services (see Attachments A-3 and A-4). The third Project Specialist functioned as a teacher at Gardner House (see Attachment A-5). All three reported to the campus school psychologist (see Attachment A-6). The Evaluation Associate worked out of the District's Office of Research and Evaluation (see Attachment A-7).

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AUSTIN ISD

Applicant (Eligible Recipient)

☒ New Application

☐ Amended Application No._____

TEXAS EDUCATION AGENCY

Standard Application System

Notice of Grant Award for Programs Funded Under SAS-405R89

227-901

County/District Number

This will advise that the Application for Fiscal Year 1989 has been approved in the following amounts contingent upon the availability of funds to the Texas Education Agency:

1. Doc. No.	Name of Funding Source (A)	Revenue Code (B)	SOF No. (TEA) (C)	Project No. Assigned by TEA (D)	Begin. Date of Project (E)	End. Date of Project (F)	Previously Approved (G)	Increase (Decrease) (H)	Approved Amount (I)	Tent. Alloc. (J)	TEA USE ONLY Cash Pmt. Month (K)	%
	SCHOOL COMMUNITY GUIDANCE	5859	0710	99071008 - 01	9/1/88	8/31/89	$ -0-	$100,000.00	$ 100,000.00			

APPENDIX A - 4

2. Applicant's Standard Application System (Form SAS-405R89), Document Control Number 311/6/30/88 - 017, as amended by Agency, is attached and hereby incorporated by reference and, therefore, made a part of this grant award. The contents of this SAS is determined by the letter X placed in the appropriate column of Section 6 on the General Information page of this SAS, and any written incorporations by reference found on these Schedules. Also, incorporated by reference into this grant award are the "Statement of Conditions" and "Other Statements of Provision or Assurance" printed on the back of this grant award form or elsewhere in the incorporated Application.

3. Offer Accepted By Grantee

The signature of the Applicant's authorized officer contained on the Applicant's Application referred to in 2, above, is hereby incorporated by reference and made a part of this Grant Award/Contract.

4. Acceptance Approved By Grantor

Signature of Commissioner of Education or Designee
Texas Education Agency

9-20-88
Date

Distribution:
White—TEA
Green—Accounting
Canary—Grantee
Pink—Division
Goldenrod—Document Control

SAS-003

Attachment A-1
(Page 1 of 3)

Amendment # ____________
(Complete only on amendments)

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
School-Community Guidance Centers
School Year 1988-89
SCHEDULE #4—Program Abstract

227-901
County-District No
99071008
Project No. (Assigned by TEA)
JUN 30 1988
Date Submitted

Program Authority: T.E.C. 21.601-.606

Primary Target Population and Number to Be Served:

Number of Staff 3

Number of Campuses 2

Number of Students by Grade Level:

	GRADE LEVEL													
CAMPUS	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL:
Public					6	5	45	179	268	206	53	24	11	797
Public Institution*														
Private														

*If not listed above, see instructions

TOTAL: 797

Need: During the past year 506 AISD students were assigned to the F.R. Rice Alternative Center for Education, 1,715 AISD students had some contact with the Juvenile Criminal Justice System and 289 students in detention were served by the SCGC Program at the Juvenile Detention Center for Travis County. Only 88.2% of the students enrolled in high school in 1986-87 were still enrolled in April of 1988. At the Junior High level only 66.7 were still enrolled during the same period. Additional support services are needed for AISD adjudicated youth, dropouts, school leavers, underachievers, and behavior problem students. Educational support is also needed for AISD students in juvenile detention.

Description: Three Project Specialists will provide educational support services to "high-risk" students through the Alternative Center for Education and Travis County Juvenile Detention Center. Two of the specialists will serve as the home/school/community center liaison. The third specialist will provide educational support services to students in juvenile detention. Services to students may include counseling, tutoring, monitoring of grades, attendance and discipline, home visits, or referral to other agencies.

Major Objectives: School-Community Guidance Center staff will work with the Alternative Center for Education to assist "at-risk" students to improve school attendance and academic performance; decrease disruptive behavior and contacts with the Juvenile Justice System; to assist in developing a more positive outlook about self and school; increase parental involvement; and provide additional academic support, citizenship skills and vocational information.

Evaluation Strategy: Information will be collected concerning attendance rates, dropout rates, recidivism, disposition of cases, follow-up and contacts with the juvenile justice system. Evaluation will be included to determine implementation procedures for both activities and objectives. Academic performance before, during, and after enrollment in the program will be determined from district data.

Evaluation Findings: (N/A for new projects) During the 1987-88 school year, 340 students were served. An additional 168 students would have been served if funding had been provided earlier. The Juvenile Court Component served 501, restricted by a temporary location requiring many students to be referred elsewhere.

SAS-405R89

Attachment A-1
(Page 3 of 3)

Amendment # ____________
(Complete only on amendments)

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
School-Community Guidance Centers
School Year 1988-89
SCHEDULE #4A—Program Needs Assessment

227-901
Co.-Dist. No.

99C71008
Project No. (Assigned by TEA)

JUN 30 1988
Date Submitted

Program Authority: T.E.C. §21.601-.606

Statement of Need:

The Austin Independent School District (AISD) is located in the state capital. The population of 486,000 supports a school system of schools and ten additional buildings. The district employs approximately 4,500 professional personnel (teachers, administrators, counselors, nurses) in addition to 3,000 classified/technical/manual employees. A projected enrollment of 62,499 students for the 1988-1989 school year is projected to be represented by a tri-ethnic population of 20% Black, 33% Hispanic and 47% Anglo. Of the total enrollment, 30% of the students qualify for the free lunch program with an additional 6% being eligible for a reduced price lunch.

At this writing the annual summary of the Austin Independent School District's dropout situation for the 1987-88 school year is incomplete. As of the end of the fifth six weeks the High School dropout rate was 9% and the Junior High/Middle School rate was 4.2%. At the High School level 88.2% of the students who were in school in 1986-87, were still in school in 1987-88. Junior High/Middle School students indicated only 66.7% still in school during the same period.

In November of 1984, AISD added three alternative programs to its secondary education program. For the 1988-89 school year the F. R. Rice Alternative Center for Education is being consolidated on one campus and somewhat enlarged to handle the middle school students in the district. During the 1987-88 school year, 506 students were removed from classes in the district to alternative settings in grades six through twelve. Reports from the Intake Division at Gardner House-Juvenile Detention Center for Travis County indicate that 1,574 referrals are from the Austin Independent School District attendance area. An additional 141 students were referred who were in need of educational services from the SCGC Project Specialist housed at the facility. The total number of 1,715 reflects a substantial decrease from the previous 2,257. A new law prohibits Class C Misdemeanors from being referred to Juvenile Court. While this greatly reduces the number of referrals, it means that those referred are the true "hard core".

F. R. Rice School is a non-traditional alternative to the regular traditional school. It has been established to provide remedial educational experiences for those students who have had difficulties succeeding in the regular school environment. A program is available which provides educational services for students who are ineligible for the regular instructional program due to removal. Students receive numerical grades to reflect academic performance just as they do in the regular program. The District will continue to provide this service for students unable to function in the traditional classroom setting.

(CONTINUED ON BACK)

Level III: Principal Intervention
Removal to an Alternative Education Program

The principal, acting as the Superintendent's designee, may send the student to an alternative education program.

The district's primary alternative education programs have been set up at F.R. Rice Secondary School and Dill School for elementary students.

Before a student may be removed, however, the principal must determine:

- That the student presents a physical danger to himself or herself or to other individuals; or
- That there has been serious or persistent (four or more referrals from Level I or Level II) misbehavior by the student, violating the District's standards of student conduct.

Level III violations and discipline options are not limited to those described below. Repeated violations *may* result in more serious discipline.

Procedures

- Infractions are investigated by an administrator who confers, if necessary, with the teacher and/or others.

- The administrator meets with the student and the parents, giving the student a chance to tell his or her version of the incident. The principal determines what discipline is needed after a hearing is held in accordance with AISD policy and regulations for sending students to an alternative education program.
- At the removal hearing, the principal should afford the requisite due process when considering a removal. Prior to the hearing, the principal will notify the parent in writing of the following:

  (a) the time and location of the hearing; (b) the student will be advised of the conduct with which he/she is charged; (c) the student will be given the opportunity to explain his/her version of the incident and; (d) the student's parent, guardian and or student's representative will be given notice of and is encouraged to participate in the hearing.

Level III Behavior Violations

- Accruing four or more infractions for misbehavior described under Level I or II.
- Using profanity, vulgar language or obscene gestures.
- Truancy or cutting class.
- Unexcused absences.
- Possession or use of fireworks or explosives.
- Arson*.
- Assault*.
- Being under the influence of alcohol, marijuana, a controlled substance or other dangerous drug.
- Selling, giving or delivering to another person, or possessing or using:

  (a) Alcohol, marijuana, a controlled substance, and/or dangerous drugs*; (b) Firearms or other weapons*.

  *Defined as a serious offense in the Discipline Policy.

Discipline Options/Responses *(if the student is found guilty)*

- Behavior contract.
- Withdrawal of privileges.
- Removal to alternative education program.

APPENDIX A - 8

COUNSELOR CARE

AT F.R. RICE SECONDARY SCHOOL
NEW DIRECTIONS/NEW DIMENSIONS

STUDENT'S NAME ______________________________ GRADE ____________

PERSON INITIATING CONTACT ______________________ DATE ____________

REASON (S) FOR CONTACT:

____PERSONAL/SOCIAL PROBLEM COUNSELING
____PERSONAL BEHAVIOR PROBLEM COUNSELING
____ACADEMIC/EDUCATIONAL COUNSELING
____CLASS SCHEDULE REVISION
____INFORMATION SHARING
____OTHER ____________________

COMMENT: ____

____

____

ACTION TAKEN: ____

____

____

COUNSELOR CALL SLIP

Attachment A-3

Attachment A-4
(Page 1 of 2)

EXHIBIT C

227-901

JOB DESCRIPTION

Campus Based Project Specialist

The campus based project specialist will be responsible for the following areas:

- Checking on student's attendance regularly by visiting the student's classes
- Providing follow-up assistance to ensure that students are attending school by talking to parents when students are absent or tardy
- Involving parents in such activities as award programs, field trips, parents' night, and fund-raising activities
- Establishing before or after school counseling/tutoring programs
- Providing recreation programs as incentives for completion of academic assignments
- Providing training in "citizenship skills" for the faculty of the project schools
- Encouraging positive student-teacher interaction by developing programs such as "adopt-a-kid"
- Monitoring discipline referrals by checking regularly with the school office
- Coordinating periodic meetings with a representative of the Travis County Juvenile Court to determine recidivism of targeted students
- Making a minimum of one home visit per month
- Providing support to campus administrators, teachers, counselors, parents, and agencies for the referral of problematic students to the program
- Discussing student progress and concerns with teachers and coordinating class schedules and homework assignments with tutors and remedial educators
- Working with students who are on probated suspensions
- Identifying presenters who are successful in their respective fields to serve as positive role models to students
- Counseling students individually and/or in small groups on a weekly basis in reference to vocational, personal, and academic concerns

Attachment A-4
(Page 2 of 2)

- Conducting ongoing activities that stress personal responsibility, decision-making, problem solving, enhancing self-esteem, and communication skills designed to encourage appropriate behavior
- Arranging for, or providing students and their families with counseling where appropriate
- Participating in training to learn to facilitate parent groups and to develop a parent education program
- Hosting parent meetings to explain the School Community Guidance concept and the need for their support and involvement
- Providing special reinforcement activities such as field trips or camping trips for "good citizenship"
- Working with Local Support Teams, Campus Review Boards, and Attendance Review Boards in identifying goals, designing intervention strategies, implementing these interventions, and following up on these interventions on students involved in the SCGC program.

Project Specialists will have certification that is recognized by the Texas Education Agency. They will have training in such areas as counseling, social work, educational alternative programs, psychology, conflict resolution, group dynamics, behavior management, juvenile probation, values clarification, teaching, and/or community out reach activities.

EXHIBIT D 227-901

JOB DESCRIPTION

Juvenile Court Based Project Specialist

The court based project specialist will be responsible for the following areas as they pertain to (a) helping the school based project specialists and (b) students referred through the juvenile court directly:

- Checking on student's attendance regularly by visiting the student's classes
- Establishing before or after school counseling/tutoring programs
- Establishing tutoring and educational assistance for identified students during school
- Providing recreation programs as incentives for completion of academic assignments
- Providing training in "citizenship skills" for the faculty of the project schools
- Encouraging positive student-teacher interaction by developing programs such as "adopt-a-kid"
- Monitoring discipline referrals by checking regularly with the school office
- Coordinating periodic meetings with a representative of the Travis County Juvenile Court to determine recidivism of targeted students
- Providing support to campus administrators, teachers, counselors, parents, and agencies for the referral of problematic students to the program
- Discussing student progress and concerns with teachers and coordinating class schedules and homework assignments with tutors and remedial educators
- Identifying presenters who are successful in their respective fields to serve as positive role models to students
- Counseling students individually and/or in small groups on a weekly basis in reference to vocational, personal, and academic concerns
- Conducting ongoing activities that stress personal responsibility, decision-making, problem solving, enhancing self-esteem, and communication skills designed to encourage appropriate behavior

- Arranging for, or providing students and their families with counseling where appropriate

- Working with Local Support Teams, Campus Review Boards, and Attendance Review Boards in identifying goals, designing intervention strategies, implementing these interventions, and following up on these interventions on students involved in the SCG program

- Providing special educationally related services as will be defined by the Juvenile Court that fall within the parameters of the SCGC program

The Project Specialist will have certification that is recognized by the Texas Education Agency. They will have training in such areas as counseling, social work, educational alternative programs, psychology, conflict resolution, group dynamics, behavior management, juvenile probation, values clarification, teaching, and/or community out reach activities.

Amendment # ____________
(Complete only on amendments)

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
School Community Guidance Centers
School Year 1988-89
SCHEDULE #4B—Program Description

227-901
Co.-Dist. No.

93C71008
Project No. (Assigned by TEA)

JUN 3 0 1988
Date Submitted

Program Authority: T.E.C. 21.601- 606

Narrative/Description of the Program

(Continued from previous page)

Gardner House-Travis County Juvenile Detention Facility Component

The Gardner House Project Specialist functions most frequently as a teacher and instructional coordinator. Juveniles at the detention facility have social workers, probation officers, dormitory workers and other adults who provide counseling and guidance. Service areas provided by the SCGC Project Specialist are as follows:

> Basic academic skills - reading, writing and mathematics work geared to the individual's level of ability.
>
> Career education - counseling and career awareness activities are provided. Employers and employees from various fields discuss their occupations and the necessary training. A unit is also used which provides easy-to-read booklets that describe the lives of successful people in a variety of fields.
>
> Recreation - daily recreational activities are organized and scheduled.
>
> Arts and crafts - materials are available to give students a chance to express themselves visually and creatively. At the same time, they have an opportunity to discuss feelings, events and ideas in a non-threatening situation.
>
> Life skills - guest speakers, books and films provide information on family and financial planning, child abuse prevention and mental and physical health.

The 289 AISD students served during the 1987-88 school year benefited by the program. Class attendance was reported to the district to enable students to receive school credit despite their detention. They were also able to work on school assignments and avoid falling so far behind that they could not catch up with their classes after being released from custody.

(Continued on back)

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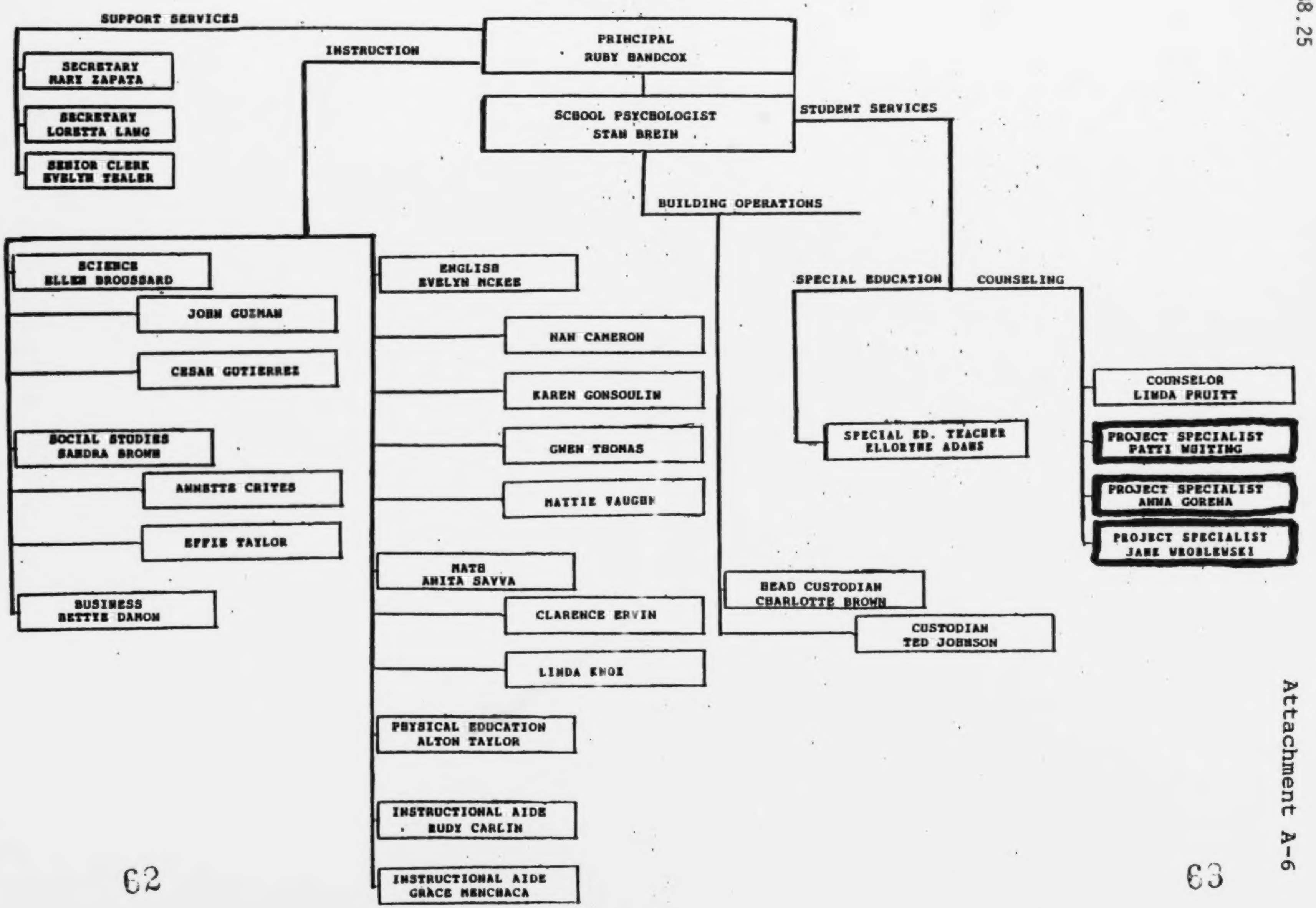
F. R. RICE SECONDARY SCHOOL
ORGANIZATIONAL CHART


SUPPORT SERVICES
PRINCIPAL RUBY BANDCOX
INSTRUCTION
SCHOOL PSYCHOLOGIST STAN BREIN
STUDENT SERVICES
SECRETARY MARY ZAPATA
SECRETARY LORETTA LANG
SENIOR CLERK EVELYN TEALER
BUILDING OPERATIONS
SCIENCE ELLEN BROUSSARD
JOHN GUZMAN
CESAR GUTIERREZ
SOCIAL STUDIES SANDRA BROWN
ANNETTE CRITES
EFFIE TAYLOR
BUSINESS BETTIE DAMON
ENGLISH EVELYN MCKEE
NAN CAMERON
KAREN GONSOULIN
GWEN THOMAS
MATTIE VAUGHN
MATH ANITA SAVVA
CLARENCE ERVIN
LINDA KNOX
PHYSICAL EDUCATION ALTON TAYLOR
INSTRUCTIONAL AIDE RUDY CARLIN
INSTRUCTIONAL AIDE GRACE MENCHACA
SPECIAL EDUCATION
COUNSELING
COUNSELOR LINDA PRUITT
SPECIAL ED. TEACHER ELLORYNE ADAMS
PROJECT SPECIALIST PATTI WHITING
PROJECT SPECIALIST ANNA GORENA
PROJECT SPECIALIST JANE WROBLEWSKI
HEAD CUSTODIAN CHARLOTTE BROWN
CUSTODIAN TED JOHNSON

APPENDIX A - 14

Attachment A-6

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Attachment A-7
(Page 1 of 2)

93071008

EXHIBIT E

227-901

JOB DESCRIPTION

Evaluation Intern

The evaluation intern will be responsible for the following tasks:

- With input from District staff, design Referral Form and activity logs for use by project specialists
- Set up a system for collecting, coding, and analyzing data on attendance, discipline problems, recidivism, disposition of cases, and dropout status for each student in the program
- Monitor and provide feedback on the activities of the project specialists as part of the "process evaluation". (Use observations or interviews where appropriate)
- Write evaluation, technical, and summary reports for use by TEA and project staff in assessing and improving the project
- Look at the results of this program in the context of other pilot programs in the district aimed at high-risk students

Amendment # ____________
(Complete only on amendments)

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
School-Community Guidance Centers
School Year 1988-89
SCHEDULE #4C—Program Evaluation Design

227-901
Co.-Dist. No.

99071008
Project No. (Assigned by TEA)

JUN 3 0 1988
Date Submitted

Program Authority: T.E.C. §21.601-608

Evaluation Design: Information Requested by Agency

To complete the report form (GS042487), information will be collected in several ways.

Attendance rates of students enrolled in the School-Community Guidance Center will be determined from data collected on the District's Attendance File. This data will be obtained for the entire school year on students enrolled during the year to assess trends in attendance before, during and after entry into the Center.

The dropout rate and students' reasons for withdrawal will be determined from the District's Student Master File records. The dropout rate for SCGC students will be compared with the District's overall dropout rate, when available. The 1987-88 rates for SCGC students will also be compared to the 1986-87 SCGC rates.

Recidivism will be assessed from the Student Referral/Information Form (maintained for each student enrolled in the Center) and from data files maintained by the evaluation associate. Also, students will be requested to report any further contacts with the juvenile justice system to the project specialists. The specialist assigned to the temporary juvenile detention center (Gardner House) will assist in verifying this information.

Information concerning the disposition of cases will be collected from the Student Referral/Information Form which will be maintained by project specialists.

Follow-up information on the status of students 12 weeks after exiting from the Center will be obtained by project specialists and recorded in the Student Referral/Information Form for all students exiting from the Center by the end of the fall, 1987 semester (January 21, 1988).

Academic performance of SCGC students will be determined from data in the District's Student Grade Report file. The number of courses passed or failed for each grading period will be calculated to compare students' academic performance before, during, and after enrollment in SCGC for students in grades 6-8. The number of credits earned for each grading period will be calculated to compare students' academic performance before, during, and after enrollment in SCGC for students in grades 9-12.

Assessment of Project Objectives

Overall, the evaluation of the project will focus on the extent to which the project is implemented as described in both activities and objectives sections. Specifically, the evaluation of the project will include the following assessments and documentation.

- Rates of attendance
- Dropout rate
- Recidivism
- Disposition of cases
- Twelve-week follow-up
- Academic Performance
- Population served (including grade level, sex, ethnicity)

Other activities (beyond those required by TEA) will be discussed with and reviewed by project staff in October, 1988.

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SCGC

APPENDIX B

Enrollment

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APPENDIX B

Enrollment

Procedure

The Rice enrollment roster used in these analyses was based on the list compiled and updated daily by the campus staff psychologist. Because there is a considerable amount of paperwork involved in first disciplining, then transferring, and finally enrolling students at Rice, the District files do not always reflect the students' current status. Rice staff, however, are in close contact with students assigned to their campus and track their status on a daily basis.

Current Rice rosters (see Attachment B-1) were obtained from the school psychologist at least twice a month and input into a SAS data file on the District mainframe. See Attachment B-2 for file layout. The enrollment for each semester was considered a separate cohort or "group." This year, the group numbers were 6 for fall, 1988 (data file SW@FAL88), and 7 for spring, 1989 (data file SW@SP89). For 1989-90, the group numbers will be 8 and 9. SAS data files for previous semesters extend back to spring, 1986 (group 1 - SW@SP86); fall, 1986 (group 2 - SW@FL86); spring, 1987 (group 3 - SW@SP87); fall, 1987 (group 4 - SW@FL87); and spring, 1988 (group 5 - SW@SP88). There is no data file for the 85 students enrolled during the program's first semester (fall, 1985).

Background information on the school-to-school enrollment procedure is explained in Attachment B-3. Attachment B-4 shows the SCGC Enrollment Checklist; it is filled out at Rice by the student's parent or guardian as part of the enrollment procedure.

Other Considerations

Coding for Juvenile Contact is explained in Appendix G. For information on coding Previous Assignments, see Appendix E. Offenses (R1 through R4) are described in Appendix D. Special Education status is indicated on the Rice roster by an asterisk. To date, Ethnicity has been reported only in terms of three groups: Hispanic, Black or Other. Other has included American Indian, Asian, and Anglo. As the Asian population in the District increases, it may be advisable to show this group as a population separate from Other.

The Date of Exit fields are filled in whenever a student leaves the alternative school. Usually, this will be the last day of the semester. If the student is expelled (whether sent home or probated), the date on the Superintendent's letter is entered here, and the reason "D" coded for disposition. If the student withdraws at parent request, the date on the Withdrawal sheet is entered as the exit date, and disposition is coded "K" for dropout. Students who withdraw citing a move or transfer to another school are coded "E." Later, at the 12-week follow-up, if student records show that the District has received an official transcript request, F_1 is coded "T."

All students on the Rice roster are included in analyses of student characteristics for the entire school. For analyses of only those students enrolled in SCGC, those with referrals for reasons other than behavior are deleted from the school population. In other words, SCGC serves the subset of Rice students who are referred either by the District for behavior problems or by TYC subsequent to contact with the juvenile justice system. See Appendices C and D for more information. For 1988-89, a total of 546 students enrolled in Rice, and of these, 466 were considered SCGC students.

Attachment B-1

F. R. Rice Student Roster
File: Spring.89.B
Report: Spring.89

(names deleted)

Last	First	Grade	Birth Date	Number	Ref	School	#	Date Enrolled	SCGC	Sex	Ethnicity
		9	Oct 27 72	4579831	Beh	Lanier	1	Jan 24 89	PW	Male	Black
		7	Sep 17 75	4664951	Beh	Burnet	1	Apr 17 89	LP	Male	Black
		9	Mar 26 73	4691461	Beh	Lanier	1	Apr 6 89	PW	Male	Hispanic
		10	Mar 24 72	4763241	Beh	Johnston	2	Apr 3 89	PW	Male	Hispanic
		8	Oct 24 73	4749825	SA	O Henry	3	Feb 2 89	AG	Male	Hispanic
		8	Mar 13 74	9108090	SA	Mendez	1	Jan 24 89	AG	Female	Hispanic
		8	Jan 12 74	4767001	Beh	Murchison	1	Feb 13 89	AG	Female	Hispanic
		8	May 31 74	4769404	SA	O Henry	1	Jan 30 89	AG	Female	Hispanic
		9	Nov 16 72	5116607	Beh	Johnston	4	Feb 21 89	PW	Male	Black
		7	Jul 16 76	5127911	Beh	Burnet	1	Mar 20 89	LP	Male	Black
		8	Dec 12 73	5143251	Beh	Mendez	1	Jan 30 89	LP	Male	Black
		6	Sep 4 76	5155411	Beh	Lamar	1	May 4 89	LP	Female	Female
		8	Sep 8 74	4803031	Beh	Pearce	1	Feb 16 89	AG	Male	Hispanic
		9	Nov 10 73	4833754	Beh	McCallum	2	Feb 16 89	PW	Male	Black
		6	Jan 6 77	4856551	Beh	Bedichek	1	Jan 26 89	LP	Male	Black
		9	Mar 9 74	9048060	Beh	Travis	1	Apr 10 89	PW	Male	Black
		7	Aug 18 74	4968754	Beh	Martin	1	Jan 26 89	LP	Male	Hispanic
		8	May 27 73	4936454	Beh	Bedichek	1	Dec 15 88	AG	Male	Hispanic
		6	Jun 14 76	4937553	Beh	Pearce	1	Feb 13 89	LP	Female	Hispanic
		8	Jun 23 74	4962481	Beh	Bedichek	2	Jan 3 89	PW	Female	Hispanic
		7	Dec 20 73	4984461	Beh	Burnet	4	Mar 9 89	LP	Male	Black
		8	Oct 24 72	0455109	Beh	Lamar	1	Jan 3 89	AG	Male	White
		7	Oct 4 75	9145102	Beh	Murchison	1	Mar 9 89	LP	Male	Hispanic
		7	May 15 74	5265671	Beh	Porter	1	Jan 30 89	LP	Male	Hispanic
		7	Feb 7 74	5278052	Beh	Burnet	2	Jan 26 89	LP	Male	White
		10	May 9 72	5286751	Beh	LBJ	2	Jan 30 89	PW	Male	Black
		8	Jan 13 74	5294383	Beh	Murchison	1	Feb 8 89	AG	Male	Hispanic
		9	Jul 8 72	5305021	Beh	Travis	1	Feb 13 89	PW	Male	Hispanic
		7	Jan 9 75	3484851	Beh	Porter	1	Dec 15 88	LP	Male	Hispanic
		9	Mar 14 73	5390681\	Beh	Crockett	2	Apr 6 89	PW	Female	White
		8	May 21 73	5399251	Beh	Pearce	2	May 4 89	AG	Male	Black
		7	Jun 16 76	9167562	Beh	Burnet	1	Feb 7 89	LP	Male	Black
		9	Jul 11 74	5487831	Beh	Crockett	1	Feb 16 89	PW	Male	White
		9	Aug 12 72	5477053	Beh	LBJ	2	Feb 6 89	PW	Male	Hispanic
		9	Sep 4 73	5505252	Beh	LBJ	1	Feb 2 89	PW	Male	Black
		6	Dec 11 75	5546722	Beh	Fulmore	1	Feb 13 89	LP	Male	Hispanic
		6	Jun 25 75	5547141	Beh	Burnet	1	Feb 6 89	LP	Male	Hispanic
		7	Aug 26 75	5566791	Beh	Pearce	2	Mar 30 89	LP	Male	Hispanic
		8	May 23 72	0125249	SA	Other	1	Dec 8 88	LP	Male	Hispanic
		8	Jan 1 74	5570601	Beh	Pearce	1	Apr 24 89	AG	Male	Black
		8	Sep 11 73	5586103	Beh	Fulmore	1	Feb 16 89	AG	Female	Hispanic
		12	Dec 12 72	0082019	Beh	Crockett	1	May 4 89	PW	Male	White
		8	Jan 17 75	5653112	Beh	Martin	1	May 4 89	AG	Male	Hispanic
		6	Jul 23 75	9114139	Beh	Porter	1	Feb 6 89	LP	Male	White
		7	Jan 17 76	5818631	Beh	Porter	1	Jan 26 89	LP	Male	White
		9	Oct 18 71	0100309	Beh	Anderson	1	Mar 27 89	PW	Male	Black

88.25

Attachment B-2

FORMAT FOR SAS DATA FILES

1 - 7	STUID	Student ID
8		
9 - 18	LASTNAME $	Last Name
19		
20 - 26	FSTNAME $	First Name
27	GRP	Group
28	PREV	Previous Assignmt: 0=No, 1=Yes
29	SP_ED	Special Education: 0=No, 1=Yes
30	JUV_CON	Juvenile Contact: 0=No, 1=Yes
31 - 32	GRADE	Grade
33		
34 - 35	DOB_YY	Date of Birth: Year
36 - 37	DOB_MM	Date of Birth: Month
38 - 39	DOB_DD	Date of Birth: Day
40		
41	SEX	Sex: 1=Male 3=Female
42	ETHNIC	Ethnicity: 1=Nat.Am. 2=Asian 3=Black 4=Hispanic 5=Other
43 - 45	PREVSCH	Previous School
46 - 48	LOC	SCGC Campus: 012=Rice 062=Read
49		
50 - 51	ENTRY_YY	Date of Entry: Year
52 - 53	ENTRY_MM	Date of Entry: Month
54 - 55	ENTRY_DD	Date of Entry: Day
56 - 57	EXIT_YY	Date of Exit: Year
58 - 59	EXIT_MM	Date of Exit: Month
60 - 61	EXIT_DD	Date of Exit: Day
62	R1 $	Offenses or X=SA Y=AIP Z=TAP
63	R2 $	
64	R3 $	
65	R4 $	
66	DISP $	Disposition (end of semester)
67	FOLLOWUP $	12-Week TEA Follow-up
68	F_2 $	Follow-up (1 semester later)
69	F_3 $	Follow-up (1 year later)
70	F_4 $	Follow-up (3 semesters later)
71	F_5 $	Follow-up (2 years later)
72	PS	Project Specialist: 0=A 1=MR 2=SS 3=PW 4=AG 5=LP

AUSTIN INDEPENDENT SCHOOL DISTRICT

F. R. RICE SECONDARY SCHOOL
2406 Rosewood Avenue
Austin, Texas 78702-2498
(512) 472-4639

TO: Secondary School Principals

FROM: Ruby Handcox, Principal, F. R. Rice

THROUGH: Freda Holley, Assistant Superintendent, Secondary Education

SUBJECT: Referral Procedure

DATE: October 24, 1988

We have started a new school year and are looking forward to working with you to make the transfer of referred students as smooth as possible for you, the students and their families. To accomplish this, we are requesting that you follow these procedures in making a referral.

1. When you have a disciplinary hearing scheduled, please call Gloria Williams' or David Hill's office before the hearing to let them know the student may be referred.

2. Please call the Intake Person, Stan Brein, or me at 472-8187 or 472-4639.

At the time you call, we will request the information listed on the New Arrival Form (Attachment 1). This information is taken by phone, and allows us to do some preliminary planning in the event the student does come to Rice.

3. If the student is removed to Rice at the Disciplinary Hearing, please inform us of the decision by phone. In addition, ask the parent or guardian to call us to schedule a time to enroll. (If you call immediately after the hearing while the parent or guardian is still present, we can schedule an enrollment time then.)

Our enrollment times are Tuesday and Thursday at 8:30 AM. The parent or guardian must accompany the student to enroll, and the process takes about an hour to complete. The student will start as soon as we can develop a schedule and arrange for bus transportation (usually within two days).

4. Please give the parents a copy of the transcript and withdrawal form to take with them to Rice. We must have this in order to be able to enroll the student. If the student's withdrawal will be delayed, please ask the parents to pick up a copy of the withdrawal form before they come to Rice.

5. The Sending School Enrollment Checklist (Attachment 2) lists the additional information we will need. This can be sent after the student is enrolled at Rice.

6. If you need any information about the student while he/she is enrolled here, please feel free to contact me or Stan Brein.

7. At the end of the semester we will send you a copy of an LST review (if one was done) along with a copy of his/her report card.

Assignments for students with special handicapping conditions should be carefully reviewed during the ARD hearing before placement is recommended. Dr. Zoe Griffith has asked that the Special Education Instructional Coordinator for your school attend the hearing.

Our philosophy at F. R. Rice Secondary School supports the belief that students can make academic gains and alter their behavior. The Rice staff is prepared to provide an environment to support students who can no longer be enrolled in the traditional program.

We are eager to enroll students as quickly and smoothly as possible. Forwarding the items listed on the checklist will facilitate this.

Thank you for your cooperation.

Attachments: 2

Attachment B-3
(Page 3 of 3)

SENDING SCHOOL ENROLLMENT CHECKLIST
FOR THE
F. R. RICE SECONDARY SCHOOL

We are eagerto enroll students assigned to F. R. Rice as quickly and smoothly as possible. To facilitate this process, please ensure that all items listed below are completed and forwarded to us as soon as possible.

Thank you for your assistance.

Student Name ______________________________ Student Number ____________

Parent/Guardian ___________________________ DOB ______________________

Home Address ____

Work Phone ________________________________ Home Phone ________________

Referring School __________________________ Grade ____________________

Contact Person ____________________________ Title ____________________

Items/Activities

_____ Telephone Notice of Hearing Being Held

_____ Two (2) Copies of Wihdrawal Form (One to be mailed to Rice - Student carries one to Rice)

_____ Transcript-Measurement Data

_____ Attendance Profile

_____ Immunization Data

_____ Copy of Discipline Summary and 003

_____ Special Education Information (if applicable)

Handicapping Condition ____

_____ Copy of most recent Psychological Evaluation

F. R. RICE and GARDNER HOUSE

SCGC ENROLLMENT CHECKLIST

Please complete the following information to facilitate enrollment. Thank you.

Student Name ______________________________ **Student I. D. #** ___________________

Grade 7 8 9 10 11 12 Sex ___M ___F Date of Birth ___/___/___

Ethnicity: ___ American Indian ___ Asian ___ Black, Not of Hispanic Origin
___ Hispanic ___ White, Not of Hispanic Origin

Parent/Guardian ___________________________ Address ___________________________

Work Phone: Father ____________________ Mother ____________________
Home phone: Father ____________________ Mother ____________________

Referred to: ___F. R. Rice ___Gardner House

Referral Contact: Name __________________________ Title ____________________

Location: ____
This referral is ___ is not ___ partially a result of contact with juvenile authorities.
Does student have a juvenile court case worker?___Yes___No

Reason(s) for which student was referred to SCGC:
(please circle appropriate letters)

Offense Category

a) arson
b) assault
c) cheating
d) detention, missed or excessive
e) excessive tardiness
f) fighting
g) gambling
h) hazing
i) insubordination (with teachers or students)
j) obscene language
k) possession of fireworks
l) possession, use, give, or delivery of firearms or other weapons
m) possession, use or under the influence of an alcoholic beverage, drugs, marijuana, or a controlled substance-- first offense
n) repeated possession, sale, delivery, or possession with intent to sell an alcoholic beverage, drugs, marijuana or a controlled substance
o) smoking
p) theft
q) truancy
r) vandalism
s) unexcused absences
t) other (specify) ____________________

Items/Activities Checklist (for entry to Rice only):

___Telephone Notice of Hearing
___Attendance Profile
___Total Days Suspended from Home School (circle): 1 2 3 4 5
___Two (2) Copies of Withdrawal Form (One mailed to Rice - One carried by the student to Rice)
___Special Education Information (if applicable)
Handicapping Condition ____
___Copy of most recent Psychological Evaluation

___Immunization Data
___Transcript Measurement Data

Attachment B-4
(Page 2 of 2)

Assignment:

1st ENTRY Date ____/____/____ EXIT Date ____/____/____

Disposition of Case ____* Follow-up ______**

F,G,H:________________ J,N:________________

2nd ENTRY Date ____/____/____ EXIT Date ____/____/____

Disposition of Case ____* Follow-up ______**

F,G,H:________________ J,N:________________

***Dispositions** (if F,G, or H, specify location above):

A Graduated
B Returned to home campus
C Dropped out of school
D Expelled
E Moved from Austin ISD
F Removed to Rice/Gardner/Robbins
G Remained at Rice/Gardner
H Committed to a non-AISD institution

****Twelve week Follow-up:** (if J or N, specify location above):

A ~~I~~ Graduated
J In school
K Dropped out
D Expelled
M Returned to center (recidivist)
N Other

COMMENTS:

88.25

SCGC

APPENDIX C

Student Characteristics

APPENDIX C

Student Characteristics

Procedure

Student characteristics such as ethnicity, age, sex, grade, home school, and special education status are frequently requested types of descriptive data. These data are entered on the SAS data file (see Appendix B) using information on the Rice enrollment roster.

Data analysis of student characteristics is accomplished using program SW$ALL from library ORSSAS (see Attachment C-1). Portions of the 1988-89 printout, which may run more than 40 pages, are included as Attachment C-2.

For data analyses of SCGC students only, those with codes X, Y, or Z in R1 were deleted (X=Special assignment, Y=AIP, Z=TAP). In 1988-89, SCGC group membership was defined as any referral for a behavior problem. (See Appendix D for a list of offenses.)

Low income status of Rice and SCGC students, by ethnicity, was determined using program SW$LOWIN, library ORSSAS. See Attachment C-3.

```
MEMBER NAME  SW$ALL
BASIC PROGRAM FOR SCGC STATS
SW$ALL
//EV7MAINP  JOB  ,'LESLEY',CLASS=B,MSGCLASS=A,NOTIFY=ORE1                 00000101
//SAS        EXEC SAS,USER=OR4,RCLASS=C                                   00000200
//*LOCATE     DD DSN=SYS2.TEST.ORSSWT(SA@LOCAT),DISP=(SHR,KEEP)           00001003
//CARDS1     DD DSN=SYS2.TEST.ORSSAS(SW@FAL88),DISP=(SHR,KEEP)            00001003
//SYSIN      DD  *                                                        00001500

     *-----------------------------------------------------------------*
     ^ ORSSAS(SW$ALL)      CREATED SPRING 1987         L. FRAZER   ^
     ^              THIS PROGRAM IS THE MAIN PROGRAM.                  ^
     ^ CLASS=A  FOR TAPE JOB                                           ^
     ^ CLASS=B  FOR SAS JOB THAT IS NOT A TAPE JOB                     ^
     ^ MSGCLASS=H  PUTS PROGRAM INTO THE HOLD QUEUE                    ^
     ^ RCLASS=D    PUTS THE OUTPUT INTO THE HOLD QUEUE,                ^
     ^             READY TO PRINT (JUST PUT 'O' TO MOVE TO OUTPUT) ^
     *-----------------------------------------------------------------*;

OPTIONS ERRORS = 0  S=72;                                                 00000140
                                                                          00000150
                                                                          00000150
TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT          FOR SHORT TESTS';   00000160
TITLE2 'DEPARTMENT OF MANAGEMENT INFORMATION';                            00000170
TITLE3 'OFFICE OF RESEARCH AND EVALUATION                 LF$MAINP'  ;  00000180
TITLE4 'PROGRAM: SW$ALL';                                                 00000190
                                                                          00000200
TITLE5 'SCGC FALL 1988';                                                  00000210
TITLE6 'STUDENT CHARACTERISTICS';                                         00000220
                                                                          00000230
DATA FALL88;                                                              00000240
     INFILE CARDS1;                                                       00000250
     INPUT STUID $ 1-7                                                    00000260
           LASTNAME $  9-18                                               00000270
           FSTNAME  $ 20-26                                               00000290
           GROUP          27
           PREV     $     28
           SP_ED          29                                              00000300
           JUV_CON        30
           GRADE    $  31-32                                              00000310
           BIRTH       34-39
           SEX            41                                              00000350
           ETHNIC   $     42                                              00000360
           PREVSCH     43-45                                              00000370
           LOC         46-48                                              00000380
           ENTRY_YY    50-51                                              00000390
           ENTRY_MM    52-53                                              00000400
           ENTRY_DD    54-55                                              00000410
           EXIT_YY     56-57                                              00000420
           EXIT_MM     58-59                                              00000430
           EXIT_DD     60-61                                              00000440
           R1 $           62                                              00000450
           R2 $           63                                              00000460
           R3 $           64                                              00000470
           R4 $           65                                              00000480
           DISP $         66                                              00000490
           FOLLOWUP $     67                                              00000500
           F_2      $     68                                              00000520
           F_3      $     69
           F_4      $     70
           F_5      $     71
           PS             72;                                             00000530
                                                                          00000600
      BIRTHDAT = INPUT (PUT(BIRTH,6.),YYMMDD6.);
      IF GROUP = 1 THEN CDATE = '01SEP85'D;
      IF GROUP = 2 THEN CDATE = '01SEP86'D;
      IF GROUP = 3 THEN CDATE = '01SEP86'D;
      IF GROUP = 4 THEN CDATE = '01SEP87'D;
      IF GROUP = 5 THEN CDATE = '01SEP87'D;
      IF GROUP = 6 THEN CDATE = '01SEP88'D;
      AGE = CDATE - BIRTHDAT;
      AGE = AGE/365.25;
      AGE = ROUND (AGE, .1);
         IF PREV NE 'O' THEN PREV = 'Y';                                  00000600
         IF R1 EQ 'Z' THEN PROGRAM = 'TAP';                               00000600
         IF R1 EQ 'Y' THEN PROGRAM = 'AIP';                               00000600
         IF R1 EQ 'X' THEN PROGRAM = 'SP ASSGN';
         IF (R1 NE 'X') AND (R1 NE 'Y') AND (R1 NE 'Z')
         THEN PROGRAM = 'BEH';
     *PROC PRINT;
```

Attachment C-1
(Page 2 of 6)

```
     *   IF (GROUP EQ 4) AND (LOC = '062') THEN DELETE;
     *   IF (GROUP = 4) AND (PS = 2) THEN DELETE;
     *   IF (PS = 2) THEN DELETE;
     *   IF (GROUP EQ 5) AND ((PREV EQ 'S') OR
         (PREV EQ 'T') OR (PREV EQ 'U') OR (PREV EQ 'W')
         OR (PREV EQ 'V')) THEN DELETE;
     *   IF (PREV EQ O ) OR  (PREV EQ 'S');
     *   IF (DISP EQ 'B') AND (FOLLOWUP = 'J');
     *   IF (LOC = 'O12');
   * PROC PRINT;
 /* *******MUST CREATE (CURRENT) DATASET FIRST.******* */               00000610
 /* ******* USE TO OBTAIN DATA FOR TEA REPORT.******* */                00000620
                                                                        00000630
 /* ***** TO CREATE (CURRENT)DATASET TO BE USED FOR TEA REPORT. **** */ 00000910
DATA FALL88;                                                            00000920
   SET FALL88;                                                          00000930
  *IF (DISP = 'B' OR DISP = 'D') AND (FOLLOWUP = 'J');                  00000940
  *IF R1 EQ 'X' OR R1 EQ 'Y' OR R1 EQ 'Z' THEN DELETE;                  00000950
*ATA FALL88;                                                            00000640
*   SET FALL88 SCGCMAIN;                                                00000650
  *IF (DISP = 'B' AND FOLLOWUP = 'J') OR (DISP = 'D' AND                00000660
      FOLLOWUP = 'J');                                                  00000670
                                                                        00000680
  /* ****** FOR AN ALPHABETICAL LIST OF ONE OR MORE DATASETS.****** */  00000690
                                                                        00000700
PROC SORT DATA = FALL88;                                                00000710
  BY LASTNAME;                                                          00000720
  BY FSTNAME;                                                           00000730
                                                                        00000740
  /* ****** TO GET DATASET FOR TEA REPORT.***** */

* PROC SORT;
*  BY STUID; *BY GROUP;
* DATA SCGCMAIN;
*  SET SCGCMAIN;
*  BY STUID;
*  IF FIRST.STUID;

 *IF R1 EQ 'BEH';
  /* ****** TO GET AGE BY ETHNIC FOR GRADE.**** */
  /* ****** FOR EACH GROUP.                **** */
  DATA AGEGRAGR;
    SET FALL88;
    IF R1 EQ 'BEH';
  PROC SORT DATA = AGEGRAGR;
     BY ETHNIC; BY GRADE;
  PROC UNIVARIATE FREQ PLOT NORMAL;
    TITLE ' AGE BY ETHNIC FOR GRADE';
    BY ETHNIC; BY GRADE;
    VAR AGE;
  PROC DELETE DATA = AGEGRAGR;

  /* ****** TO PRINT ONLY SOME OF THE VARIABLES.  ****** */             00000750
                                                                        00000760
*ROC PRINT;                                                             00000770
*  VAR STUID LASTNAME FSTNAME GRADE ENTRY_YY ENTRY_MM ENTRY_DD          00000780
     *EXIT_YY EXIT_MM EXIT_DD DISP FOLLOWUP;                            00000790
                                                                        00000800
  /* **** TO OBTAIN AGE AT SEMESTER OF ENTRY. **** */                   00000800
 *DATA AGE;                                                             00000800
 *   SET FALL88;
 *PROC PRINT;
 *TITLE6 'AGE AT SEMESTER OF ENTRY.';
 *PROC UNIVARIATE PLOT FREQ NORMAL;
 *   VAR AGE;

* PROC SORT DATA = AGE;* BY GROUP;*BY LOC;*BY PROGRAM;
* PROC PRINT;                                                           00000800
* TITLE7 ' AGE AT SEMESTER OF ENTRY.';                                  00000800
 *  VAR STUID LASTNAME FSTNAME AGE;                                     00000800
* PROC UNIVARIATE PLOT FREQ NORMAL; *BY GROUP;*BY LOC;*&& PROGRAM;
*      VAR AGE;
  *    OUTPUT OUT = NEW MEDIAN = MEDIAN;
  * DATA MEDIANS;
  *    SET NEW;
  * PROC PRINT;
  *    VAR MEDIAN;
  * PROC DELETE DATA = AGEGRGRP;  * NEW;

  DATA FALL88;
```

```
88.25
     SET FALL88;
     AGE = ROUND (AGE, 1);

   /* ****** TO GET AGE BY ETHNIC FOR GRADE.**** */
   /* ****** FOR EACH GROUP.                **** */
         /*
  *DATA AGEGRAGR;
  *  SET FALL88;
  *PROC SORT DATA = AGEGRAGR;
  *  BY ETHNIC; BY GRADE;
  *PROC UNIVARIATE FREQ PLOT NORMAL;
  *  TITLE ' AGE BY ETHNIC FOR GRADE';
  *  BY GROUP; BY ETHNIC; BY GRADE;
  *  VAR AGE;
   PROC DELETE DATA = AGEGRAGR;
         */
   /* ****** TO OBTAIN UNORDERED AND ORDERED FREQUENCY LISTS. ****** */
   /* ****** TO OBTAIN TABLES OF SEX BY ETHNICITY.             ****** */

 PROC FREQ DATA = FALL88;
   TABLES GROUP PREV SP_ED JUV_CON GRADE    AGE        SEX ETHNIC
          PREVSCH LOC ENTRY_YY ENTRY_MM ENTRY_DD EXIT_YY EXIT_MM
          EXIT_DD /*DISP FOLLOWUP F_2 F_3 F_4 F_5 PS PROGRAM*7;
          TITLE 'FREQUENCIES';
 PROC FREQ ORDER = FREQ DATA = FALL88;
   TABLES GROUP PREV SP_ED JUV_CON GRADE    AGE        SEX ETHNIC
          PREVSCH LOC ENTRY_YY ENTRY_MM ENTRY_DD EXIT_YY EXIT_MM
          EXIT_DD/*DISP FOLLOWUP F_2 F_3 F_4 F_5 PS PROGRAM*/;
 PROC FREQ DATA = FALL88;
     TABLES SEX * ETHNIC / CHISQ;
     TABLES ETHNIC * PREV / CHISQ;
     TABLES SEX    * PREV / CHISQ;
     TABLES GRADE  * PREV / CHISQ;
     TABLES DISP   * PREV / CHISQ;
     TABLES ETHNIC * GRADE / CHISQ;
     TABLES GRADE *  AGE  / CHISQ;
     TABLES ETHNIC * AGE / CHISQ;
     TABLES PREV   * AGE / CHISQ;
     TABLES DISP * LOC;
     TABLES JUV_CON * LOC;

   /*  ** TO CREATE TEST DATASET IN ORDER TO LOOK AT OFFENSES. ****** */


 DATA TEST;
      SET FALL88;
      IF R1 = 'A' OR
         R2 = 'A' OR
         R3 = 'A' OR
         R4 = 'A'
      THEN DO;
         OFFENSE = 'A';
         OUTPUT TEST;
      END;
      IF R1 = 'B' OR
         R2 = 'B' OR
         R3 = 'B' OR
         R4 = 'B'
      THEN DO;
         OFFENSE = 'B';
         OUTPUT TEST;
      END;
      IF R1 = 'D' OR
         R2 = 'D' OR
         R3 = 'D' OR
         R4 = 'D'
      THEN DO;
         OFFENSE = 'D';
         OUTPUT TEST;
      END;
      IF R1 = 'E' OR
         R2 = 'E' OR
         R3 = 'E' OR
         R4 = 'E'
      THEN DO;
         OFFENSE = 'E';
         OUTPUT TEST;
      END;
      IF R1 = 'F' OR
         R2 = 'F' OR
         R3 = 'F' OR
         R4 = 'F'
      THEN DO;
         OFFENSE = 'F';
         OUTPUT TEST;
      END;
      IF R1 = 'G' OR
         R2 = 'G' OR
         R3 = 'G' OR
         R4 = 'G'
      THEN DO;
         OFFENSE = 'G';
         OUTPUT TEST;
```

```
END;
IF R1 = 'J' OR
    R2 = 'J' OR
    R3 = 'J' OR
    R4 = 'J'
THEN DO;
    OFFENSE = 'J';
    OUTPUT TEST;
END;
IF R1 = 'K' OR
    R2 = 'K' OR
    R3 = 'K' OR
    R4 = 'K'
THEN DO;
    OFFENSE = 'K';
    OUTPUT TEST;
END;
IF R1 = 'L' OR
    R2 = 'L' OR
    R3 = 'L' OR
    R4 = 'L'
THEN DO;
    OFFENSE = 'L';
    OUTPUT TEST;
END;
IF R1 = 'M' OR
    R2 = 'M' OR
    R3 = 'M' OR
    R4 = 'M'
THEN DO;
    OFFENSE = 'M';
    OUTPUT TEST;
END;
IF R1 = 'N' OR
    R2 = 'N' OR
    R3 = 'N' OR
    R4 = 'N'
THEN DO;
    OFFENSE = 'N';
    OUTPUT TEST;
END;
IF R1 = 'P' OR
    R2 = 'P' OR
    R3 = 'P' OR
    R4 = 'P'
THEN DO;
    OFFENSE = 'P';
    OUTPUT TEST;
END;
IF R1 = 'Q' OR
    R2 = 'Q' OR
    R3 = 'Q' OR
    R4 = 'Q'
THEN DO;
    OFFENSE = 'Q';
    OUTPUT TEST;
END;
IF R1 = 'R' OR
    R2 = 'R' OR
    R3 = 'R' OR
    R4 = 'R'
THEN DO;
    OFFENSE = 'R';
    OUTPUT TEST;
END;
IF R1 = 'S' OR
    R2 = 'S' OR
    R3 = 'S' OR
    R4 = 'S'
THEN DO;
    OFFENSE = 'S';
    OUTPUT TEST;
END;
IF R1 = 'T' OR
    R2 = 'T' OR
    R3 = 'T' OR
    R4 = 'T'
THEN DO;
    OFFENSE = 'T';
    OUTPUT TEST;
```

```
      END;

      IF R1 = '1' OR
         R2 = '1' OR
         R3 = '1' OR
         R4 = '1'
      THEN DO;
         OFFENSE = '1';
         OUTPUT TEST;
      END;

    DATA TEST1;
      SET TEST;
      IF OFFENSE = 'T';
      DROP BIRTHDAT CDATE;
    PROC PRINT;
    PROC DELETE DATA = TEST1;

 /* ** TO OBTAIN FREQUENCIES OF OFFENSES - ORDERED AND UNORDERED. ** */


  PROC FREQ DATA = TEST;
     TABLES OFFENSE;
     TABLES OFFENSE * PREV / CHISQ;

     TITLE 'FREQUENCIES OF TEST DATA';

  PROC FREQ DATA = TEST ORDER=FREQ;
     TABLES OFFENSE;


  /* ** TO OBTAIN CHARACTERISTICS OF DATASET. *** */

  *ROC TABULATE F=7.  MISSING DATA = FALL88;
   *  CLASS SEX ETHNIC GRADE;       /* TAKE OUT SEX-ETHNIC, LEAVE ALL */
   *  TABLE  SEX ALL  , ETHNIC ALL *(N PCTN<SEX*ETHNIC ALL>*F=6.2)/RTS=7;
  *   TABLE SEX ALL, ETHNIC ALL *(N PCTN<SEX ALL*ETHNIC ALL>*F=6.2)/RTS=7;
  *   TABLE SEX ALL, ETHNIC*(N*F=5 PCTN<ETHNIC ALL> =
  *   'PCT' * F =7.2)ALL/RTS=7;
  *   TABLE GRADE ALL, ETHNIC ALL/RTS = 10;
   *  BY TWELVE;
   *  TITLE 'TABULATIONS OF MAIN DATA';*


  *ROC TABULATE F =7. MISSING DATA = TEST;
   *  CLASS SEX ETHNIC OFFENSE PREV LOC;
   *  TABLE OFFENSE ALL, SEX*ETHNIC ALL /RTS=10;
   *  TABLE OFFENSE ALL, PREV ALL/RTS = 10;
   *  TITLE 'TABULATIONS OF TEST DATA';
   *  TABLE OFFENSE ALL, LOC ALL / RTS = 10;


  PROC TABULATE F=7. MISSING DATA =TEST;
     CLASS PREVSCH SEX ETHNIC OFFENSE DISP;
     TABLE OFFENSE ALL, PREVSCH ALL/RTS=7;
     TABLE OFFENSE ALL, PREVSCH ALL*(N PCTN<OFFENSE*PREVSCH ALL>*F=6.2)/
              RTS=7;

  PROC TABULATE F=7. MISSING DATA = FALL88;
     CLASS DISP SEX ETHNIC PREVSCH FOLLOWUP F_2 F_3 PREV GRADE AGE
       LOC;
     TABLE DISP ALL, SEX*ETHNIC ALL/RTS=7;
     TABLE PREVSCH ALL, DISP ALL*(N PCTN<PREVSCH*DISP ALL>*F=6.2)/RTS=7;
     TABLE DISP ALL, FOLLOWUP ALL/RTS=7;
   * TABLE DISP ALL, FOLLOWUP*F_2      ALL/RTS=7;
   * TABLE FOLLOWUP ALL, F_2*F_3 ALL/RTS=7;
     TABLE PREV ALL, FOLLOWUP ALL/RTS=7;
     TABLE GRADE ALL, ETHNIC * AGE ALL/RTS=7;
     TABLE ETHNIC ALL, GRADE * AGE ALL /RTS = 7;
     TABLE LOC ALL, GRADE ALL/RTS=7;
     TABLE LOC ALL, SEX ALL/RTS=7;
     TABLE LOC ALL, ETHNIC ALL/RTS=7;
     TABLE LOC ALL, ETHNIC*GRADE ALL/RTS=7;
     TITLE ' TABULATIONS OF MAIN DATA';

   PROC SORT DATA = FALL88;
     BY GROUP; BY ETHNIC;

   PROC CHART;
     VBAR ETHNIC / SUBGROUP = SEX;
    TITLE 'VBAR CHART OF ETHNICITY';
  PROC CHART;
    VBAR GRADE / SUBGROUP = ETHNIC;
    TITLE 'VBAR CHART OF GRADE';
  PROC CHART;
    VBAR GRADE / SUBGROUP = ETHNIC GROUP = GROUP;
  PROC CHART;
    PIE SEX GRADE ETHNIC AGE / TYPE = PERCENT;
    BY GROUP;
  PROC CHART;
    VBAR GRADE / SUBGROUP = AGE;
    TITLE 'VBAR CHART OF GRADE';
  PROC CHART;
    BLOCK GRADE / SUBGROUP = AGE GROUP = ETHNIC;
    TITLE 'BLOCK CHART OF GRADE, AGE, ETHNICITY';
    BY GROUP;
  PROC SORT DATA = TEST;
    BY GROUP; BY ETHNIC;
  PROC CHART DATA = TEST;
    VBAR OFFENSE;
    TITLE 'VBAR CHART OF OFFENSES ';
    BY GROUP;
  PROC CHART DATA = TEST;          *;
    BLOCK OFFENSE / SUBGROUP = SEX;*ROUP = ETHNIC;
    BY GROUP;
    BY ETHNIC;

 /* *** FOR FOLLOWUP OF SPRING 198? STUDENTS. *** */

*ATA LATER;
*   SET FALL88;
*   IF DISP = 'B' OR DISP = 'G';
*ROC TABULATE F=7. MISSING DATA = LATER;
*   CLASS DISP FOLLOWUP GRADE ETHNIC;
 *  TABLE FOLLOWUP ALL, F_2*F_3 ALL;
*   TABLE GRADE ALL, DISP*FOLLOWUP ALL;
*   TABLE DISP*FOLLOWUP ALL, GRADE ALL;
*   TABLE DISP*FOLLOWUP ALL, ETHNIC ALL;

 /* **** JOHN FRY'S EXAMPLE OF MERGING TWO SETS. **** */

*ATA FRYTEST1;
*   MERGE FRYTEST1  (IN = FRYIN1)
*         FRYTEST2  (IN = FRYIN2);
*   BY STUID;
*   IF FRYIN1 = 1  AND  FRYIN2 = 1;
*ROC DELETE  DATA = FRYTEST2;

 /* *** TO LOOK AT CHARACTERISTICS BY GRADE. **** */

*ROC TABULATE F=7. MISSING DATA = FALL88;
*   CLASS GRADE ETHNIC SEX PREVSCH ENTRY_MM;
*   TABLE GRADE ALL, ETHNIC ALL/RTS = 10;
*   TABLE GRADE ALL, SEX * ETHNIC ALL/RTS =10;
*   TABLE PREVSCH ALL, ENTRY_MM ALL/RTS=10;
*   TABLE GRADE ALL, ENTRY_MM ALL/RTS=7;


 /* **** MOSTLY TO LOOK AT CHARACTERISTICS BY OFFENSES. **** */

PROC TABULATE F=7. MISSING DATA = TEST;
    CLASS GRADE OFFENSE SEX JUV_CON PREVSCH PS SP_ED;
    TABLE OFFENSE ALL, GRADE ALL/RTS=10;
    TABLE OFFENSE ALL, GRADE * SEX ALL/RTS=10;
    TABLE GRADE ALL, JUV_CON ALL/ RTS =10;
    TABLE GRADE *SEX ALL, JUV_CON ALL/RTS=14;
    TABLE OFFENSE ALL,JUV_CON ALL/RTS=10;
    TABLE OFFENSE ALL, PREVSCH ALL/RTS=10;
    TABLE OFFENSE ALL,PS ALL/RTS=10;
    TABLE OFFENSE ALL, SP_ED ALL/RTS=10;
    TITLE ' TABULATIONS OF TEST DATA';

PROC DELETE DATA=FALL88;
PROC DELETE DATA=TEST;
*ROC DELETE DATA=LATER;
 *
```

```
                AUSTIN INDEPENDENT SCHOOL DISTRICT
              DEPARTMENT OF MANAGEMENT INFORMATION
                OFFICE OF RESEARCH AND EVALUATION

                      SCGC 1988-89 ROSTER

                    TABLE OF GRADE BY ETHNIC

GRADE       ETHNIC

FREQUENCY|
PERCENT  |
ROW PCT  |
COL PCT  |       3|       4|       5|  TOTAL
---------+--------+--------+--------+
       6 |     12 |     36 |      5 |     53
         |   2.58 |   7.73 |   1.07 |  11.37
         |  22.64 |  67.92 |   9.43 |
         |   6.00 |  16.51 |  10.42 |
---------+--------+--------+--------+
       7 |     35 |     65 |     11 |    111
         |   7.51 |  13.95 |   2.36 |  23.82
         |  31.53 |  58.56 |   9.91 |
         |  17.50 |  29.82 |  22.92 |
---------+--------+--------+--------+
       8 |     27 |     55 |      9 |     91
         |   5.79 |  11.80 |   1.93 |  19.53
         |  29.67 |  60.44 |   9.89 |
         |  13.50 |  25.23 |  18.75 |
---------+--------+--------+--------+
       9 |     76 |     49 |     14 |    139
         |  16.31 |  10.52 |   3.00 |  29.83
         |  54.68 |  35.25 |  10.07 |
         |  38.00 |  22.48 |  29.17 |
---------+--------+--------+--------+
      10 |     34 |      9 |      2 |     45
         |   7.30 |   1.93 |   0.43 |   9.66
         |  75.56 |  20.00 |   4.44 |
         |  17.00 |   4.13 |   4.17 |
---------+--------+--------+--------+
      11 |     14 |      3 |      3 |     20
         |   3.00 |   0.64 |   0.64 |   4.29
         |  70.00 |  15.00 |  15.00 |
         |   7.00 |   1.38 |   6.25 |
---------+--------+--------+--------+
      12 |      2 |      1 |      4 |      7
         |   0.43 |   0.21 |   0.86 |   1.50
         |  28.57 |  14.29 |  57.14 |
         |   1.00 |   0.46 |   8.33 |
---------+--------+--------+--------+
TOTAL         200      218       48      466
            42.92    46.78    10.30   100.00
```

Figures 2,5

```
                TABLE OF CURRSCH BY SEX

CURRSCH     SEX

FREQUENCY|
PERCENT  |
ROW PCT  |
COL PCT  |1       |3       |  TOTAL
---------+--------+--------+
012      |    382 |     84 |    466
         |  81.97 |  18.03 | 100.00
         |  81.97 |  18.03 |
         | 100.00 | 100.00 |
---------+--------+--------+
TOTAL         382       84      466
            81.97    18.03   100.00
```

Figure 3

```
                         AGE BY ETHNIC FOR GRADE BY GROUP                      11:56 MONDAY, JUNE 19, 1989

                                  AGE AT SEMESTER OF ENTRY.                  Figure 4

                                   TABLE OF ETHNIC BY AGE                    Figure 5

ETHNIC      AGE

FREQUENCY|
 PERCENT |
 ROW PCT |
 COL PCT |       0|      11|      12|      13|      14|      15|      16|      17|      18|      19|      20|  TOTAL
---------+--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
3        |      0 |      1 |     13 |     17 |     26 |     61 |     42 |     21 |     16 |      2 |      1 |    200
         |   0.00 |   0.21 |   2.79 |   3.65 |   5.58 |  13.09 |   9.01 |   4.51 |   3.43 |   0.43 |   0.21 |  42.92
         |   0.00 |   0.50 |   6.50 |   8.50 |  13.00 |  30.50 |  21.00 |  10.50 |   8.00 |   1.00 |   0.50 |
         |   0.00 |  33.33 |  50.00 |  21.25 |  29.55 |  46.56 |  53.16 |  55.26 |  94.12 | 100.00 | 100.00 |
---------+--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
4        |      0 |      2 |     13 |     50 |     54 |     58 |     30 |     11 |      0 |      0 |      0 |    218
         |   0.00 |   0.43 |   2.79 |  10.73 |  11.59 |  12.45 |   6.44 |   2.36 |   0.00 |   0.00 |   0.00 |  46.78
         |   0.00 |   0.92 |   5.96 |  22.94 |  24.77 |  26.61 |  13.76 |   5.05 |   0.00 |   0.00 |   0.00 |
         |   0.00 |  66.67 |  50.00 |  62.50 |  61.36 |  44.27 |  37.97 |  28.95 |   0.00 |   0.00 |   0.00 |
---------+--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
5        |      1 |      0 |      0 |     13 |      8 |     12 |      7 |      6 |      1 |      0 |      0 |     48
         |   0.21 |   0.00 |   0.00 |   2.79 |   1.72 |   2.58 |   1.50 |   1.29 |   0.21 |   0.00 |   0.00 |  10.30
         |   2.08 |   0.00 |   0.00 |  27.08 |  16.67 |  25.00 |  14.58 |  12.50 |   2.08 |   0.00 |   0.00 |
         | 100.00 |   0.00 |   0.00 |  16.25 |   9.09 |   9.16 |   8.86 |  15.79 |   5.88 |   0.00 |   0.00 |
---------+--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+--------+
TOTAL           1        3       26       80       88      131       79       38       17        2        1      466
             0.21     0.64     5.58    17.17    18.88    28.11    16.95     8.15     3.65     0.43     0.21   100.00


                             STATISTICS FOR TABLE OF ETHNIC BY AGE

                    STATISTIC                         DF      VALUE        PROB
                    ------------------------------------------------------------
                    CHI-SQUARE                        20     67.734       0.000
                    LIKELIHOOD RATIO CHI-SQUARE       20     74.345       0.000
                    MANTEL-HAENSZEL CHI-SQUARE         1     22.596       0.000
                    PHI                                       0.381
                    CONTINGENCY COEFFICIENT                   0.356
                    CRAMER'S V                                0.270

                    SAMPLE SIZE = 466
                    WARNING:  45% OF THE CELLS HAVE EXPECTED COUNTS LESS
                              THAN 5. CHI-SQUARE MAY NOT BE A VALID TEST.
```

```
                LOW INCOME AISD STUDENTS BY ETHNICITY
                              1988-89
                              SW$LOWIN

                       TABLE OF LOW BY ETHNIC

LOW         ETHNIC

FREQUENCY|
 PERCENT |
 ROW PCT |
 COL PCT |ASIAN    |BLACK    |HISPANIC|ANGLO     |
         |         |         |        |          |   TOTAL
---------+---------+---------+--------+----------+
N        |       0 |      57 |     52 |       34 |    143
         |    0.00 |   12.31 |  11.23 |     7.34 |  30.89
         |    0.00 |   39.86 |  36.36 |    23.78 |
         |    0.00 |   28.79 |  25.24 |    58.62 |
---------+---------+---------+--------+----------+
Y        |   ~~1~~ |     141 |    154 | 25 ~~24~~|    320
         |    0.22 |   30.45 |  33.26 |     5.18 |  69.11
         |    0.31 |   44.06 |  48.13 |     7.50 |
         |  100.00 |   71.21 |  74.76 |    41.38 |
---------+---------+---------+--------+----------+
TOTAL        ~~1~~       198      206   59 ~~58~~    463
             0.22      42.76    44.49      12.53   100.00


           STATISTICS FOR TABLE OF LOW BY ETHNIC

STATISTIC                         DF      VALUE        PROB
------------------------------------------------------------
CHI-SQUARE                         3     24.829        0.000
LIKELIHOOD RATIO CHI-SQUARE        3     23.294        0.000
MANTEL-HAENSZEL CHI-SQUARE         1      9.395        0.002
PHI                                       0.232
CONTINGENCY COEFFICIENT                   0.226
CRAMER'S V                                0.232

SAMPLE SIZE = 463
WARNING:  25% OF THE CELLS HAVE EXPECTED COUNTS LESS
          THAN 5. CHI-SQUARE MAY NOT BE A VALID TEST.
```

TOTAL SCGC N=466

Figure 4, 6

N=3 unknown

TABLE OF GRADE BY AGE

Figure 10

GRADE FREQUENCY PERCENT ROW PCT COL PCT	AGE 0	12	13	14	15	16	17	18	19	20	TOTAL
06	0 0.00 0.00 0.00	8 1.47 15.09 80.00	18 3.30 33.96 43.90	21 3.85 39.62 26.25	3 0.55 5.66 2.61	3 0.55 5.66 1.81	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	53 9.71
07	0 0.00 0.00 0.00	2 0.37 1.68 20.00	21 3.85 17.65 51.22	42 7.69 35.29 52.50	31 5.68 26.05 26.96	17 3.11 14.29 10.24	3 0.55 2.52 3.41	3 0.55 2.52 8.57	0 0.00 0.00 0.00	0 0.00 0.00 0.00	119 21.79
08	1 0.18 0.62 100.00	0 0.00 0.00 0.00	1 0.18 0.62 2.44	17 3.11 10.56 21.25	54 9.89 33.54 46.96	64 11.72 39.75 38.55	21 3.85 13.04 23.86	3 0.55 1.86 8.57	0 0.00 0.00 0.00	0 0.00 0.00 0.00	161 29.49
09	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.18 0.71 2.44	0 0.00 0.00 0.00	25 4.58 17.73 21.74	69 12.64 48.94 41.57	37 6.78 26.24 42.05	8 1.47 5.67 22.86	0 0.00 0.00 0.00	1 0.18 0.71 50.00	141 25.82
10	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.18 2.22 0.87	11 2.01 24.44 6.63	22 4.03 48.89 25.00	8 1.47 17.78 22.86	3 0.55 6.67 37.50	0 0.00 0.00 0.00	45 8.24
11	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.18 5.00 0.87	2 0.37 10.00 1.20	3 0.55 15.00 3.41	11 2.01 55.00 31.43	2 0.37 10.00 25.00	1 0.18 5.00 50.00	20 3.66
12	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 0.37 28.57 2.27	2 0.37 28.57 5.71	3 0.55 42.86 37.50	0 0.00 0.00 0.00	7 1.28
TOTAL	1 0.18	10 1.83	41 7.51	80 14.65	115 21.06	166 30.40	88 16.12	35 6.41	8 1.47	2 0.37	546 100.00

88.25

```
                         TABLE OF JUV_CON BY PREV

JUV_CON       PREV
```

Figures 19, 7, 14

```
FREQUENCY|
PERCENT  |
ROW PCT  |
COL PCT  |S       |T       |0       |1       |2       |3       |4       |5       |  TOTAL
---------+--------+--------+--------+--------+--------+--------+--------+--------+
0        |     38 |      1 |    348 |     51 |     20 |      7 |      1 |      0 |    466
         |   6.96 |   0.18 |  63.74 |   9.34 |   3.66 |   1.28 |   0.18 |   0.00 |  85.35
         |   8.15 |   0.21 |  74.68 |  10.94 |   4.29 |   1.50 |   0.21 |   0.00 |
         |  88.37 | 100.00 |  85.93 |  82.26 |  80.00 |  87.50 | 100.00 |   0.00 |
---------+--------+--------+--------+--------+--------+--------+--------+--------+
1        |      5 |      0 |     57 |     11 |      5 |      1 |      0 |      1 |     80
         |   0.92 |   0.00 |  10.44 |   2.01 |   0.92 |   0.18 |   0.00 |   0.18 |  14.65
         |   6.25 |   0.00 |  71.25 |  13.75 |   6.25 |   1.25 |   0.00 |   1.25 |
         |  11.63 |   0.00 |  14.07 |  17.74 |  20.00 |  12.50 |   0.00 | 100.00 |
---------+--------+--------+--------+--------+--------+--------+--------+--------+
TOTAL          43        1      405       62       25        8        1        1      546
             7.88     0.18    74.18    11.36     4.58     1.47     0.18     0.18   100.00
```

all Rice N=546
no contact N=466

contact group N=80

S+0 = 62 1st time at Rice
T+1 = 11 2nd time
$2+3^{+} = 7$ 3rd time

Figure 15

```
                          TABLE OF ETHNIC BY GRADE

ETHNIC      GRADE

FREQUENCY|
PERCENT  |
ROW PCT  |
COL PCT  |06      |07      |08      |09      |10      |11      |12      |  TOTAL
---------+--------+--------+--------+--------+--------+--------+--------+
1        |      0 |      0 |      1 |      0 |      0 |      0 |      0 |      1
         |   0.00 |   0.00 |   0.18 |   0.00 |   0.00 |   0.00 |   0.00 |   0.18
         |   0.00 |   0.00 | 100.00 |   0.00 |   0.00 |   0.00 |   0.00 |
         |   0.00 |   0.00 |   0.62 |   0.00 |   0.00 |   0.00 |   0.00 |
---------+--------+--------+--------+--------+--------+--------+--------+
3        |     12 |     36 |     45 |     77 |     34 |     14 |      2 |    220
         |   2.20 |   6.59 |   8.24 |  14.10 |   6.23 |   2.56 |   0.37 |  40.29
         |   5.45 |  16.36 |  20.45 |  35.00 |  15.45 |   6.36 |   0.91 |
         |  22.64 |  30.25 |  27.95 |  54.61 |  75.56 |  70.00 |  28.57 |
---------+--------+--------+--------+--------+--------+--------+--------+
4        |     36 |     72 |    103 |     49 |      9 |      3 |      1 |    273
         |   6.59 |  13.19 |  18.86 |   8.97 |   1.65 |   0.55 |   0.18 |  50.00
         |  13.19 |  26.37 |  37.73 |  17.95 |   3.30 |   1.10 |   0.37 |
         |  67.92 |  60.50 |  63.98 |  34.75 |  20.00 |  15.00 |  14.29 |
---------+--------+--------+--------+--------+--------+--------+--------+
5        |      5 |     11 |     12 |     15 |      2 |      3 |      4 |     52
         |   0.92 |   2.01 |   2.20 |   2.75 |   0.37 |   0.55 |   0.73 |   9.52
         |   9.62 |  21.15 |  23.08 |  28.85 |   3.85 |   5.77 |   7.69 |
         |   9.43 |   9.24 |   7.45 |  10.64 |   4.44 |  15.00 |  57.14 |
---------+--------+--------+--------+--------+--------+--------+--------+
TOTAL          53      119      161      141       45       20        7      546
             9.71    21.79    29.49    25.82     8.24     3.66     1.28   100.00


                  STATISTICS FOR TABLE OF ETHNIC BY GRADE

               STATISTIC                     DF       VALUE        PROB
               ------------------------------------------------------
               CHI-SQUARE                    18      94.331       0.000
               LIKELIHOOD RATIO CHI-SQUARE   18      87.831       0.000
               MANTEL-HAENSZEL CHI-SQUARE     1      18.024       0.000
               PHI                                    0.416
               CONTINGENCY COEFFICIENT                0.384
               CRAMER'S V                             0.240

               SAMPLE SIZE = 546
               WARNING:  42% OF THE CELLS HAVE EXPECTED COUNTS LESS
                         THAN 5. CHI-SQUARE MAY NOT BE A VALID TEST.
```

Home Schools Figure 16

PREVSCH	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
.	1	.	.	.
0	14	2.6	14	2.6
2	19	3.5	33	6.1
3	33	6.1	66	12.1
4	31	5.7	97	17.8
5	24	4.4	121	22.2
6	19	3.5	140	25.7
7	13	2.4	153	28.1
8	22	4.0	175	32.1
9	9	1.7	184	33.8
10	35	6.4	219	40.2
11	8	1.5	227	41.7
12	2	0.4	229	42.0
13	5	0.9	234	42.9
43	13	2.4	247	45.3
44	8	1.5	255	46.8
45	22	4.0	277	50.8
46	21	3.9	298	54.7
47	31	5.7	329	60.4
48	44	8.1	373	68.4
49	41	7.5	414	76.0
51	24	4.4	438	80.4
52	40	7.3	478	87.7
54	20	3.7	498	91.4
55	4	0.7	502	92.1
57	10	1.8	512	93.9
58	33	6.1	545	100.0

```
                                 FREQUENCIES

                                              CUMULATIVE   CUMULATIVE
        GROUP    FREQUENCY    PERCENT         FREQUENCY     PERCENT
        ---------------------------------------------------------------
   fall    6           210       38.5            210          38.5
   spr     7           336       61.5            546         100.0


                                            CUMULATIVE   CUMULATIVE
        PREV    FREQUENCY    PERCENT         FREQUENCY     PERCENT
        ---------------------------------------------------------------
   yes  Y             141      25.8             141          25.8
   no   0             405      74.2             546         100.0


                                              CUMULATIVE   CUMULATIVE
        SP_ED    FREQUENCY    PERCENT         FREQUENCY     PERCENT
        ---------------------------------------------------------------
   no      0           466      85.3             466          85.3
   yes     1            80      14.7             546         100.0


                                               CUMULATIVE   CUMULATIVE
        JUV_CON    FREQUENCY    PERCENT         FREQUENCY     PERCENT
        ---------------------------------------------------------------
   no         0          498      91.2             498          91.2
   yes        1           48       8.8             546         100.0


                                              CUMULATIVE   CUMULATIVE
        GRADE    FREQUENCY    PERCENT         FREQUENCY     PERCENT
        ---------------------------------------------------------------
        06              53       9.7              53           9.7
        07             119      21.8             172          31.5
        08             161      29.5             333          61.0
        09             141      25.8             474          86.8
        10              45       8.2             519          95.1
        11              20       3.7             539          98.7
        12               7       1.3             546         100.0


                                            CUMULATIVE   CUMULATIVE
         AGE    FREQUENCY    PERCENT         FREQUENCY     PERCENT
        ---------------------------------------------------------------
           0            1       0.2               1           0.2
          12           10       1.8              11           2.0
          13           41       7.5              52           9.5
          14           80      14.7             132          24.2
          15          115      21.1             247          45.2
          16          166      30.4             413          75.6
          17           88      16.1             501          91.8
          18           35       6.4             536          98.2
          19            8       1.5             544          99.6
          20            2       0.4             546         100.0
```

all Rice students — page 17

LOW INCOME AISD STUDENTS BY ETHNICITY
1988-89
SW$LOWIN

```
                    TABLE OF LOW BY ETHNIC

LOW          ETHNIC

FREQUENCY|
 PERCENT |
 ROW PCT |
 COL PCT |ASIAN   |BLACK   |HISPANIC|ANGLO   |
         |        |        |        |        |  TOTAL
---------+--------+--------+--------+--------+
N        |      0 |     60 |     62 |     34 |    156
         |   0.00 |  11.05 |  11.42 |   6.26 |  28.73
         |   0.00 |  38.46 |  39.74 |  21.79 |
         |   0.00 |  27.52 |  23.94 |  52.31 |
---------+--------+--------+--------+--------+
Y        |      1 |    158 |    197 |     31 |    387
         |   0.18 |  29.10 |  36.28 |   5.71 |  71.27
         |   0.26 |  40.83 |  50.90 |   8.01 |
         | 100.00 |  72.48 |  76.06 |  47.69 |
---------+--------+--------+--------+--------+
TOTAL           1      218      259       65      543
             0.18    40.15    47.70    11.97   100.00
```

all Rice
p.17

TOTAL Rice N=546   N=3 unknown

```
                 TABLE OF CURRSCH BY ETHNIC

CURRSCH      ETHNIC

FREQUENCY|
 PERCENT |
 ROW PCT |
 COL PCT |1       |3       |4       |5       |  TOTAL
---------+--------+--------+--------+--------+
012      |      1 |    220 |    273 |     52 |    546
         |   0.18 |  40.29 |  50.00 |   9.52 | 100.00
         |   0.18 |  40.29 |  50.00 |   9.52 |
         | 100.00 | 100.00 | 100.00 | 100.00 |
---------+--------+--------+--------+--------+
TOTAL           1      220      273       52      546
             0.18    40.29    50.00     9.52   100.00
```

all Rice
p.17

```
          TABLE OF CURRSCH BY SEX

CURRSCH      SEX

FREQUENCY|
 PERCENT |
 ROW PCT |
 COL PCT |1       |3       |  TOTAL
---------+--------+--------+
012      |    434 |    112 |    546
         |  79.49 |  20.51 | 100.00
         |  79.49 |  20.51 |
         | 100.00 | 100.00 |
---------+--------+--------+
TOTAL         434      112      546
            79.49    20.51   100.00
```

all Rice
p.17

Attachment C-3
(Page 1 of 1)

```
MEMBER NAME  SWSLOWIN
PROGRAM FOR LOW INCOME STATUS
7/10/89
//EV7LOWIN  JOB  ,'LESLEY',CLASS=B,MSGCLASS=A,NOTIFY=ORE1
//JOBLIB    DD  DSN=SYS2.PROD.LINKLIB,DISP=SHR
'/PRTSTI    EXEC PRTCNTL.CTL=PCSIMW,RCLASS=C
//SAS       EXEC SAST,RCLASS='C,COPIES=1'
//STUMST DD DSN=STU.PROD.STUMST,DISP=(SHR,KEEP)
//LOWIN DD DSN=SYS2.TEST.ORSSAS(SW@FAL88),DISP=(SHR,KEEP)
//      DD DSN=SYS2.TEST.ORSSAS(SW@SP89),DISP=(SHR,KEEP)
//SYSIN     DD  *
*****************************************************************
* SWSLOWIN
* THIS PROGRAM READS STUDENT MASTER AND PROVIDES A PERCENTAGE AND ETHNIC
* BREAKDOWN OF ALL LOW INCOME STUDENTS AT  RICE SECONDARY SCHOOL.
* USING SAS DATA FILES FOR PREVIOUS SEMESTERS
*****************************************************************;

OPTIONS ERRORS = 0 LINESIZE=132 S=72;  /* LEAVE THIS IN */

*%INCLUDE ORSFED(SALOC87#);

     /* YOUR SAS PROGRAM GOES HERE */
    DATA SWLOW;                                                         00000001
*   STUDENT MASTER FILE    COBOL COPY BOOK - STUMST;                    00000992
    INFILE STUMST;                                                      00000993
    INPUT  @1   STUID        PD4.                                       00000997
                ENTCODE1   $ 7                                          00000998
                GRADE      $ 15-16                                      00001002
                RECTYPE    $ 47                                         00001008
                ETHNIC     $ 48                                         00001009
          @128 CURRSCH       PD2.                                       00001025
                LISTAT     $ 142;                                       00001026
    IF ENTCODE1 GT '0';    /* STUDENTS WHO ENTERED SCHOOL THIS YEAR */  00001030
    IF GRADE GE '06' AND GRADE LE '12';
**  IF RECTYPE = ' ';      /* CURRENTLY ACTIVE STUDENTS */
    IF LISTAT = "1" OR LISTAT = "2" OR LISTAT = "3" THEN LOW ='Y';
    ELSE LOW ='N';

  DATA RICE;
   INFILE LOWIN;
   INPUT @1   STUID     1-7
             RETHNIC   42
             LOC       46-48
             R1       $62;
   IF R1 EQ 'X' OR R1 EQ 'Y' OR R1 EQ 'Z' THEN DELETE;

   PROC SORT DATA = RICE;
    BY STUID;

  PROC FORMAT;
     VALUE $ETHFMT    '1' = 'AMER.IND.'
                      '2' = 'ASIAN    '
                      '3' = 'BLACK    '
                      '4' = 'HISPANIC '
                      '5' = 'ANGLO    ';
     VALUE $ACTFMT    ' ' = 'ACTIVE   '
                      '1' = 'INACTIVE';
  DATA RICE NOSTUD;
   MERGE RICE (IN=ONRICE) SWLOW (IN=ONSTUD);
   BY STUID;
   IF ONRICE AND ONSTUD  THEN OUTPUT RICE;
   IF ONRICE AND NOT ONSTUD THEN OUTPUT NOSTUD;

  PROC PRINT DATA = NOSTUD;
    FORMAT STUID Z7.;
    TITLE1 'NO STUDENT MASTER RECORD FOR THESE RICE KIDS';
 PROC DELETE DATA = NOSTUD;

  PROC FREQ DATA = RICE;
    FORMAT RECTYPE $ACTFMT.;
    TABLES RECTYPE;
    TITLE1 'ACTIVE STATUS OF RICE KIDS ACCORDING TO STUDENT MASTER';

    PROC FREQ DATA = RICE;
      FORMAT  ETHNIC $ETHFMT.;
      TABLES  LOW * ETHNIC / CHISQ;
      TABLES  LOW * ETHNIC * RETHNIC / CHISQ;
      TITLE1 'LOW INCOME AISD STUDENTS BY ETHNICITY';
      TITLE2 '1988-89';
```

SCGC

APPENDIX D

Offenses

96

APPENDIX D

Offenses

Procedure

Student offenses--the reason(s) for disciplinary hearings that result in assignment to Rice--are listed on the New Arrival Sheet (see Attachment D-1). This sheet was usually filled out by the Rice school psychologist or principal during a telephone conversation with a counselor at the referring school. A copy of the sheet was then given to the new student's counselor or project specialist. The sections on "Behaviors that lead to removal" and "Other" are of interest here.

Using the counselor's copy of the New Arrival Sheet, a maximum of four offenses (in any sequence) were coded for each student. See Attachment D-2 for letter codes. These letter codes were then entered in the SAS data file as referral reasons R1 through R4. The list shown in Attachment D-2 also appears on the SCGC Enrollment Checklist (Attachment B-3); self-reported referral reasons, however, often differ from those on the New Arrival Sheet and were considered unreliable for purposes of this evaluation.

It must be emphasized that the referral reasons listed on the New Arrival Sheet do not necessarily conform to those in the letter code list. Instances of insubordination, for example, must be inferred from comments indicating that a student refuses to follow classroom rules, talks back, or wanders the halls.

The program SW$OFF (library ORSSAS) was used to compile frequencies by type of offense (see Attachment D-3). Sample output is shown in Attachment D-4.

88.25
SCHOOL:
DATE:
ADM:

STUDENT #:
DOB:

NEW ARRIVALS

Student Name ______________________________ Grade __________

Home Address ______________________________

Parent Name ______________________________

Home Phone ______________ Work Phone ______________

Date of Hearing ______________________________

Behaviors that lead to removal ______________________________

____

____

____

____

____

____

Date enrolled at Rice ______________________________

Regular or Special Education ________ Handicapping Condition ________

Other ______________________________

____

____

____

____

____

____

Attachment D-2

Offense Category

a) arson
b) assault
c) cheating
d) detention, missed or excessive
e) excessive tardiness
f) fighting
g) gambling
h) hazing
i) insubordination (with teachers or students)
j) obscene language
k) possession of fireworks
l) possession, use, give, or delivery of firearms or other weapons
m) possession, use or under the influence of an alcoholic beverage, drugs, marijuana, or a controlled substance-- first offense
n) repeated possession, sale, delivery, or possession with intent to sell an alcoholic beverage, drugs, marijuana or a controlled substance
o) smoking
p) theft
q) truancy
r) vandalism
s) unexcused absences
t) other (specify) ____________________

88.25

```
MEMBER NAME SW$OFF
PROGRAM FOR SCGC OFFENSES
6/29/89
//EV7EXMP2  JOB  ,'LESLEY',CLASS=A,MSGCLASS=A,NOTIFY=ORE1
//JOBLIB    DD  DSN=SYS2.PROD.LINKLIB,DISP=SHR
//PRTST1    EXEC PRTCNTL,CTL=PCDUPW,RCLASS=C
//SAS       EXEC SAS,USER=OR4,RCLASS='C,COPIES=1'
//*TAPEIN    DD DSN=SYS2.ORSSAS(SW$OFF),DISP=(SHR,KEEP)
//OFFENSE    DD DSN=SYS2.TEST.ORSSAS(SW@SP89),DISP=(SHR,KEEP)
//          DD DSN=SYS2.TEST.ORSSAS(SW@FAL88),DISP=(SHR,KEEP)
//SYSIN    DD   *

OPTIONS ERRORS = 0 S=72;

TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT';
TITLE2 'DEPARTMENT OF MANAGEMENT INFORMATION';
TITLE3 'OFFICE OF RESEARCH AND EVALUATION';
*TITLE4 'PROGRAM: SW$OFF
TITLE5 'SCGC 1988-89 ROSTER';

DATA SCGCFALL;
     INFILE OFFENSE;
     INPUT STUID 1-7
           LASTNAME $ 9-18
           FSTNAME  $ 20-26
           SP_ED     ' 29
           JUV_CON      30
           GRADE     31-32
           DOB_YY    34-35
           DOB_MM    36-37
           DOB_DD    38-39
           SEX          41
           ETHNIC       42
           PREVSCH   43-45
           LOC       46-48
           ENTRY_YY  50-51
           ENTRY_MM  52-53
           ENTRY_DD  54-55
           EXIT_YY   56-57
           EXIT_MM   58-59
           EXIT_DD   60-61
           R1 $         62
           R2 $         63
           R3 $         64
           R4 $         65
           DISP $       66
           FOLLOWUP $   67
           PS           72;
  IF R1 EQ 'X' OR R1 EQ 'Y' OR R1 EQ 'Z' THEN DELETE;
  PROC PRINT;

 /* *** TO CREATE DATASET TEST. *** */

DATA TEST;
     SET SCGCFALL;
     IF R1 = 'A' OR
        R2 = 'A' OR
        R3 = 'A' OR
        R4 = 'A'
     THEN DO;
        OFFENSE = 'A';
        OUTPUT TEST;
     END;
     IF R1 = 'B' OR
        R2 = 'B' OR
        R3 = 'B' OR
        R4 = 'B'
     THEN DO;
        OFFENSE = 'B';
        OUTPUT TEST;
     END;
     IF R1 = 'D' OR
        R2 = 'D' OR
        R3 = 'D' OR
        R4 = 'D'
     THEN DO;
        OFFENSE = 'D';
        OUTPUT TEST;
```

```
END;
IF R1 = 'E' OR
   R2 = 'E' OR
   R3 = 'E' OR
   R4 = 'E'
THEN DO;
   OFFENSE = 'E';
   OUTPUT TEST;
END;
IF R1 = 'F' OR
   R2 = 'F' OR
   R3 = 'F' OR
   R4 = 'F'
THEN DO;
   OFFENSE = 'F';
   OUTPUT TEST;
END;
IF R1 = 'G' OR
   R2 = 'G' OR
   R3 = 'G' OR
   R4 = 'G'
THEN DO;
   OFFENSE = 'G';
   OUTPUT TEST;
END;
IF R1 = 'J' OR
   R2 = 'J' OR
   R3 = 'J' OR
   R4 = 'J'
THEN DO;
   OFFENSE = 'J';
   OUTPUT TEST;
END;
IF R1 = 'K' OR
   R2 = 'K' OR
   R3 = 'K' OR
   R4 = 'K'
THEN DO;
   OFFENSE = 'K';
   OUTPUT TEST;
END;
IF R1 = 'L' OR
   R2 = 'L' OR
   R3 = 'L' OR
   R4 = 'L'
THEN DO;
   OFFENSE = 'L';
   OUTPUT TEST;
END;
IF R1 = 'M' OR
   R2 = 'M' OR
   R3 = 'M' OR
   R4 = 'M'
THEN DO;
   OFFENSE = 'M';
   OUTPUT TEST;
END;
IF R1 = 'N' OR
   R2 = 'N' OR
   R3 = 'N' OR
   R4 = 'N'
THEN DO;
   OFFENSE = 'N';
   OUTPUT TEST;
END;
IF R1 = 'P' OR
   R2 = 'P' OR
   R3 = 'P' OR
   R4 = 'P'
THEN DO;
   OFFENSE = 'P';
   OUTPUT TEST;
END;
IF R1 = 'Q' OR
   R2 = 'Q' OR
   R3 = 'Q' OR
   R4 = 'Q'
THEN DO;
   OFFENSE = 'Q';
   OUTPUT TEST;
```

```
        END;
        IF R1 = 'R' OR
           R2 = 'R' OR
           R3 = 'R' OR
           R4 = 'R'
        THEN DO;
           OFFENSE = 'R';
           OUTPUT TEST;
        END;
        IF R1 = 'S' OR
           R2 = 'S' OR
           R3 = 'S' OR
           R4 = 'S'
        THEN DO;
           OFFENSE = 'S';
           OUTPUT TEST;
        END;
        IF R1 = 'T' OR
           R2 = 'T' OR
           R3 = 'T' OR
           R4 = 'T'
        THEN DO;
           OFFENSE = 'T';
           OUTPUT TEST;
        END;

        IF R1 = 'I' OR
           R2 = 'I' OR
           R3 = 'I' OR
           R4 = 'I'
        THEN DO;
           OFFENSE = 'I';
           OUTPUT TEST;
        END;

 /* TO LOOK AT CHARACTERISTICS OF TEST. */

PROC FREQ DATA = TEST;
    TABLES OFFENSE;
    TABLES SEX * OFFENSE * ETHNIC/CHISQ;
    TABLES OFFENSE * JUV_CON;
    TABLES OFFENSE * SP_ED;
    TABLES OFFENSE * GRADE/CHISQ;


 /* **** TO CREATE SUBSETS OF MALES AND FEMALES IN ORDER TO **** */
 /* ****     PERFORM CHI SQUARE TESTS                        **** */
 /* ****     OF ETHNICITY BY OFFENSE AND GRADE BY OFFENSE.   **** */

DATA LFMALES;
    SET TEST;
    IF SEX = 1;
PROC FREQ DATA = LFMALES;
    TABLES ETHNIC * OFFENSE/CHISQ;
    TABLES GRADE * OFFENSE/CHISQ;

DATA LF_FEMS;
    SET TEST;
    IF SEX = 3;
PROC FREQ DATA = LF_FEMS;
    TABLES ETHNIC * OFFENSE/CHISQ;
    TABLES GRADE * OFFENSE/CHISQ;

PROC FREQ DATA = TEST ORDER=FREQ;
    TABLES OFFENSE;


 /* *** MISC. FOR ADDITIONAL INFORMATION IF NEEDED OR WANTED. *** */
 /* *** COPIED FROM PROGRAM ONE AND JUST LEFT IN THIS PROGRAM. *** */

*ROC TABULATE F=7   MISSING DATA = SCGCFALL;
*   CLASS SEX ETHNIC;              /* TAKE OUT SEX-ETHNIC, LEAVE ALL */
*   TABLE  SEX ALL  , ETHNIC ALL *(N PCTN<SEX*ETHNIC ALL>*F=6.2)/RTS=7;
*   TABLE SEX ALL, ETHNIC ALL *(N PCTN<SEX ALL*ETHNIC ALL>*F=6.2)/RTS=7;
*   TABLE SEX ALL, ETHNIC*(N*F=5 PCTN<ETHNIC ALL> =
*   'PCT' * F =7.2)ALL/RTS=7;

*ROC TABULATE F = 7 MISSING DATA = TEST;
*   CLASS SEX ETHNIC OFFENSE;
 *  TABLE OFFENSE ALL, SEX*ETHNIC ALL /RTS=10;
```

```
*ROC TABULATE F=7 MISSING DATA =TEST;
*   CLASS PREVSCH SEX ETHNIC OFFENSE DISP;
*   TABLE OFFENSE ALL, PREVSCH ALL/RTS=7;
*   TABLE OFFENSE ALL, PREVSCH ALL*(N PCTN<OFFENSE*PREVSCH ALL>*F=6.2)/
           RTS=7;

*ROC TABULATE F=7 MISSING DATA = SCGCFALL;
*   CLASS DISP SEX ETHNIC PREVSCH;
*   TABLE DISP ALL, SEX*ETHNIC ALL/RTS=7;
*   TABLE PREVSCH ALL, DISP ALL*(N PCTN<PREVSCH*DISP ALL>*F=6.2)/RTS=7;



        PROC FREQ DATA = SCGCFALL;
            TABLES GRADE * ETHNIC/CHISQ;

        *ROC TABULATE F= 7 MISSING DATA = SCGCFALL;
        *   CLASS GRADE ETHNIC SEX PREVSCH ENTRY_MM;
        *   TABLE GRADE ALL, ETHNIC ALL/RTS = 10;
        *   TABLE GRADE ALL, SEX * ETHNIC ALL/RTS =10;
        *   TABLE PREVSCH ALL, ENTRY_MM ALL/RTS=10;
        *   TABLE GRADE ALL, ENTRY_MM ALL/RTS=7;


        *ROC TABULATE F= 7 MISSING DATA = TEST;
        *   CLASS GRADE OFFENSE SEX JUV_CON PREVSCH PS SP_ED;
        *   TABLE OFFENSE ALL, GRADE ALL/RTS=10;
        *   TABLE OFFENSE ALL, GRADE * SEX ALL/RTS=10;
        *   TABLE GRADE ALL, JUV_CON ALL/ RTS =10;
        *   TABLE GRADE * SEX ALL, JUV_CON ALL/RTS=14;
        *   TABLE OFFENSE ALL,JUV_CON ALL/RTS=10;
        *   TABLE OFFENSE ALL, PREVSCH ALL/RTS=10;
        *   TABLE OFFENSE ALL,PS ALL/RTS=10;
        *   TABLE OFFENSE ALL, SP_ED ALL/RTS=10;

        PROC DELETE DATA=SCGCFALL LFMALES LF_FEMS;
        /*
```

Attachment D-4

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

SCGC 1988-89 ROSTER

OFFENSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
I	229	25.4	229	25.4
F	136	15.1	365	40.4
Q	129	14.3	494	54.7
J	80	8.9	574	63.6
D	44	4.9	618	68.4
B	43	4.8	661	73.2
P	42	4.7	703	77.9
T	40	4.4	743	82.3
L	39	4.3	782	86.6
M	38	4.2	820	90.8
R	35	3.9	855	94.7
E	33	3.7	888	98.3
S	8	0.9	896	99.2
G	4	0.4	900	99.7
A	2	0.2	902	99.9
N	1	0.1	903	100.0

N=546 for all Rice

Figure 12

SCGC

APPENDIX E

Recidivism

APPENDIX E

Recidivism

Procedure

The recidivism rate of Rice students is of interest both to TEA and AISD. Repeat referrals to Rice are coded in the SAS data file in the field titled PREV (see Appendix B). The codes are as follows:

0	Students who have never been to Rice before (this is their first assignment)
1	Second assignment
2	Third assignment
3	Fourth assignment
4	Fifth assignment
5	Sixth assignment
S	Span (a first-assignment student enrolled late one semester and is retained - spans - for the following semester.
T	Span from the second assignment
U	Span from the third assignment.

Additional codes, either numerical or letter, can be created to extend the sequence as needed. Span status is determined from the student entry date; if this date precedes the first day of the current semester, then the student is considered a span.

Program SC$003M (library ORSDIS) is used to determine the number of prior assignments to Rice. Attachment E-1 shows sample output; the program is shown in Attachment E-2. Names on the current Rice roster are compared manually to this list. Numbers in the "COUNT" column are adjusted to conform with the code described above. For example, in computing PREV for the first observation, the count is 3, but the PREV is 2 (the student had two assignments prior to SP89).

88.25

Attachment E-1

(names deleted)

```
                                                SAS

OBS    STUID    LAST          FIRST      SP86   FL86   SP87   FL87   SP88   FAL88   SP89   COUNT

  1                                      NO     NO     NO     YES    YES    NO      YES      3
  2                                      NO     NO     NO     YES    YES    NO      YES      3
  3                                      NO     NO     NO     YES    YES    NO      YES      3
  4                                      NO     NO     NO     YES    YES    NO      YES      3
  5                                      NO     NO     NO     YES    YES    NO      YES      3
  6                                      NO     NO     NO     YES    YES    NO      YES      3
  7                                      NO     NO     NO     YES    YES    NO      YES      3
  8                                      NO     NO     NO     NO     NO     YES     NO       1
  9                                      NO     NO     YES    YES    NO     NO      NO       2
 10                                      NO     NO     NO     NO     NO     NO      YES      1
 11                                      NO     NO     NO     YES    NO     NO      NO       1
 12                                      NO     NO     NO     NO     YES    NO      NO       1
 13                                      NO     NO     NO     NO     NO     NO      YES      1
 14                                      NO     NO     NO     NO     YES    YES     NO       2
 15                                      NO     NO     NO     NO     YES    YES     NO       2
 16                                      NO     NO     NO     NO     NO     NO      YES      1
 17                                      NO     NO     NO     NO     YES    NO      NO       1
 18                                      NO     NO     NO     YES    NO     NO      NO       1
 19                                      NO     NO     NO     NO     NO     YES     NO       1
 20                                      NO     NO     NO     NO     NO     YES     NO       1
 21                                      NO     NO     NO     NO     YES    NO      NO       1
 22                                      NO     NO     NO     NO     YES    NO      NO       1
 23                                      NO     NO     NO     NO     NO     NO      YES      1
 24                                      NO     NO     NO     NO     YES    NO      NO       1
 25                                      NO     NO     NO     NO     YES    NO      NO       1
 26                                      NO     NO     NO     NO     YES    NO      NO       1
 27                                      NO     NO     YES    NO     NO     NO      NO       1
 28                                      NO     NO     NO     NO     NO     NO      YES      1
 29                                      NO     YES    YES    NO     NO     NO      NO       2
 30                                      NO     YES    NO     NO     NO     NO      NO       1
 31                                      NO     YES    YES    YES    YES    NO      NO       4
 32                                      NO     NO     NO     YES    YES    NO      NO       2
 33                                      YES    NO     NO     NO     NO     NO      NO       1
 34                                      NO     NO     NO     YES    NO     NO      NO       1
 35                                      NO     NO     NO     NO     YES    NO      NO       1
 36                                      NO     NO     NO     YES    NO     NO      NO       1
 37                                      NO     NO     NO     NO     YES    NO      NO       1
 38                                      NO     YES    YES    NO     NO     NO      NO       2
 39                                      NO     NO     YES    NO     NO     NO      NO       1
 40                                      NO     NO     YES    NO     NO     NO      NO       1
 41                                      NO     NO     NO     NO     YES    NO      NO       1
 42                                      YES    NO     NO     NO     NO     NO      NO       1
 43                                      NO     NO     NO     NO     YES    YES     NO       2
 44                                      NO     NO     NO     NO     YES    NO      NO       1
 45                                      NO     NO     NO     NO     NO     NO      YES      1
 46                                      NO     NO     YES    NO     YES    NO      NO       2
 47                                      NO     NO     NO     NO     NO     NO      YES      1
 48                                      NO     NO     NO     NO     NO     NO      YES      1
 49                                      NO     NO     NO     YES    NO     NO      NO       1
 50                                      NO     NO     YES    NO     NO     NO      NO       1
 51                                      NO     NO     YES    YES    YES    YES     NO       4
 52                                      NO     NO     NO     YES    YES    NO      NO       2
 53                                      NO     NO     NO     YES    YES    NO      NO       2
 54                                      NO     NO     NO     NO     NO     NO      YES      1
 55                                      NO     NO     NO     NO     NO     NO      YES      1
```

88.25

Attachment E-2
(Page 1 of 2)

```
MEMBER NAME  SG$003M

//EV7SG03M  JOB  ,'LESLEY',CLASS=A,MSGCLASS=H,NOTIFY=ORE1
//JOBLIB    DD   DSN=SYS2.PROD.LINKLIB,DISP=SHR
//PRTST1    EXEC PRTCNTL,CTL=PCDUPW,RCLASS=D
//SAST      EXEC SAST,RCLASS=D
//SS89      DD   DSN=SYS2.TEST.ORSSAS(SW@SS89),DISP=(SHR,KEEP)
//SP86      DD   DSN=SYS2.TEST.ORSSAS(SW@SP86),DISP=(SHR,KEEP)
//FL86      DD   DSN=SYS2.TEST.ORSSAS(SW@FL86),DISP=(SHR,KEEP)
//SP87      DD   DSN=SYS2.TEST.ORSSAS(SW@SP87),DISP=(SHR,KEEP)
//FL87      DD   DSN=SYS2.TEST.ORSSAS(SW@FL87),DISP=(SHR,KEEP)
//SP88      DD   DSN=SYS2.TEST.ORSSAS(SW@SP88),DISP=(SHR,KEEP)
//FAL88     DD   DSN=SYS2.TEST.ORSSAS(SW@FAL88),DISP=(SHR,KEEP)
//SP89      DD   DSN=SYS2.TEST.ORSSAS(SW@SP89),DISP=(SHR,KEEP)
//STUMST    DD   DSN=STU.PROD.STUMST,DISP=(SHR,KEEP)
//SYSIN     DD   *
 OPTION ERRORS=0;
***********************************************************************
*   THIS PROGRAM (SG$003M) WILL MERGE ALL RICE DATA FILES AND PRINTOUT*
*   A LISTING SHOWING IN WHAT ALL FILES THE KIDS ARE IN & HOW MANY    *
*   FILES.                                                            *
***********************************************************************;
   DATA VRSP86;
      INFILE SP86;
      INPUT
             STUID       1-7
             LAST    $   9-19
             FIRST   $  20-26;
   ;
   DATA VRFL86;
      INFILE FL86;
      INPUT
             STUID       1-7
             LAST    $   9-19
             FIRST   $  20-26;
   ;
   DATA VRSP87;
      INFILE SP87;
      INPUT
             STUID       1-7
             LAST    $   9-19
             FIRST   $  20-26;
   ;
   DATA VRFL87;
      INFILE FL87;
      INPUT
             STUID       1-7
             LAST    $   9-19
             FIRST   $  20-26;
   ;
   DATA VRSP88;
      INFILE SP88;
      INPUT
             STUID       1-7
             LAST    $   9-19
             FIRST   $  20-26;
   ;
   DATA VRFAL88;
      INFILE FAL88;
      INPUT
             STUID       1-7
             LAST    $   9-19
             FIRST   $  20-26;
   ;
   DATA VRSP89;
      INFILE SP89;
      INPUT
             STUID       1-7
             LAST    $   9-19
             FIRST   $  20-26;
 ; DATA VRSS89;
       INFILE SS89;
       INPUT
             STUID       1-7
             LAST    $   9-19
             FIRST   $  20-26;
   ;
 PROC SORT DATA=VRSP86;  BY STUID;
```

88.25

```
PROC SORT DATA=VRFL86;  BY STUID;
PROC SORT DATA=VRSP87;  BY STUID;
PROC SORT DATA=VRFL87;  BY STUID;
PROC SORT DATA=VRSP88;  BY STUID;
PROC SORT DATA=VRFAL88; BY STUID;
PROC SORT DATA=VRSP89;  BY STUID;
PROC SORT DATA=VRSS89;  BY STUID;
;
DATA VRDATA1; MERGE VRSP86(IN=A) VRFL86(IN=B) VRSP87(IN=C)
              VRFL87(IN=D) VRSP88(IN=E) VRFAL88(IN=F) VRSP89(IN=G)
              VRSS89(IN=H);
BY STUID;
COUNT = 0;
IF A THEN DO; COUNT+1; SP86  = 'YES'; END; ELSE SP86  = 'NO ';
IF B THEN DO; COUNT+1; FL86  = 'YES'; END; ELSE FL86  = 'NO ';
IF C THEN DO; COUNT+1; SP87  = 'YES'; END; ELSE SP87  = 'NO ';
IF D THEN DO; COUNT+1; FL87  = 'YES'; END; ELSE FL87  = 'NO ';
IF E THEN DO; COUNT+1; SP88  = 'YES'; END; ELSE SP88  = 'NO ';
IF F THEN DO; COUNT+1; FAL88 = 'YES'; END; ELSE FAL88 = 'NO ';
IF G THEN DO; COUNT+1; SP89  = 'YES'; END; ELSE SP89  = 'NO ';
IF H THEN DO; COUNT+1; SS89  = 'YES'; END; ELSE SS89  = 'NO ';
;
PROC PRINT DATA=VRDATA1;
VAR STUID LAST FIRST SP86 FL86 SP87 FL87 SP88 FAL88 SP89 SS89 COUNT;
/*
```

SCGC

APPENDIX F

TEAMS Results

110

APPENDIX F

TEAMS Results

Procedure

TEAMS results for students taking the examinations at Rice were obtained from campus printouts (see Attachment F-1). ORE Pub. No. 88.35 provided districtwide comparison data by grade and subtest (see Attachment F-2).

APPENDIX F - 3

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

SUMMARY REPORT

REPORT DATE: MAY 1989

ALL STUDENTS

DATE OF TESTING: FEBRUARY 1989

CAMPUS: 012 F R RICE H S
DISTRICT: 227-901 AUSTIN ISD

GRADE: 07

TEST PERFORMANCE

SUBJECT AREAS TESTED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.EQUIVALENCIES	6	27	16
	2.FRACTIONS (+,-)	0	0	22
	3.DECIMALS (+,-,x)	3	14	19
	4.WORD PROBLEMS (+,-,x,÷)	9	41	13
	5.DECIMAL WORD PROBLEMS (+,-,x)	11	50	11
	6.MEASUREMENT UNITS	13	59	9
	7.GEOMETRIC TERMS AND FIGURES	4	18	18
	8.PERIMETER OF POLYGONS	13	59	9
	9.CHARTS, GRAPHS	9	41	13
	10.PROBABILITY	8	36	14
	11.EQUATIONS	7	32	15
	STUDENTS TESTED: 22 TOTAL MATHEMATICS:	7	32	15
	MATHEMATICS SCALED SCORE: 671			
READING	1.MAIN IDEA	3	14	18
	2.CONTEXT CLUES	15	71	6
	3.SPECIFIC DETAILS	7	33	14
	4.SEQUENCING OF EVENTS	4	19	17
	5.DRAWING CONCLUSIONS	3	14	18
	6.FACT, OPINION	7	33	14
	7.CAUSE-AND-EFFECT	5	24	16
	8.REFERENCE SOURCES	17	81	4
	9.GRAPHIC SOURCES	15	71	6
	10.PARTS OF A BOOK	15	71	6
	STUDENTS TESTED: 21 TOTAL READING:	8	38	13
	READING SCALED SCORE: 672			
WRITING	1.CAPITALIZATION	12	57	9
	2.PUNCTUATION	7	33	14
	3.SPELLING	10	48	11
	4.CORRECT ENGLISH USAGE	9	43	12
	5.SENTENCE STRUCTURE	7	33	14
	6.PROOFREADING	9	43	12

CLASSIFICATORY WRITTEN COMPOSITION

RATING:	4	3	2	1	0
NUMBER:	0	0	12	6	3
PERCENT:	0	0	57	29	14

NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 0
NUMBER OF STUDENTS WRITING OFF TOPIC: 0

		MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
STUDENTS TESTED: 21	TOTAL WRITING:	4	19	17

WRITING SCALED SCORE: 626

GROUP CHARACTERISTICS

BASED ON 28 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent from All Tests	2	7
Students Exempt from All Tests : ARD	3	11
Students Exempt from All Tests : LEP	1	4
Other Students Not Tested	0	0
Number of Students Tested	22	79
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	0	0
Black	5	18
Hispanic	18	64
White	5	18
FREE/REDUCED PRICE MEAL PROGRAM	23	82
CHAPTER I PROGRAMS		
Chapter I Regular Program	0	0
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	0	0
Chapter I Migrant Remedial Writing Program	0	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	3	11
Bilingual Program	0	0
English as a Second Language Program	1	4
SPECIAL EDUCATION PROGRAMS		
Learning Disability	4	14
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	0	0
MODE OF ENTRY		
Alternative to Social Promotion	0	0
Retained	2	7
Promoted	26	93
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	4	14
Three Years or More	24	86
AT-RISK STUDENTS	26	93

PASS/FAIL SUMMARY

BASED ON 22 STUDENTS WHO TOOK ONE OR MORE TEST

Passed All Tests Taken	3	14
Failed One Test Only	3	14
Failed Two Tests Only	6	27
Failed All Three Tests	10	45

Attachment F-1
(Page 1 of 2)

APPENDIX F - 4

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1989
DATE OF TESTING: FEBRUARY 1989
GRADE: 09

CAMPUS: 012 F R RICE H S
DISTRICT: 227-901 AUSTIN ISD

TEST PERFORMANCE

SUBJECT AREAS TESTED	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1. EQUIVALENCIES	4	31	9
	2. FRACTIONS (+,-)	8	62	5
	3. DECIMALS (×,÷)	6	46	7
	4. WORD PROBLEMS (+,-,×,÷)	8	62	5
	5. WORD PROBLEMS (RATIO, PROPORTION, PERCENT)	3	23	10
	6. PERSONAL FINANCE PROBLEMS	5	38	8
	7. WORD PROBLEMS (MEASUREMENT UNITS)	7	54	6
	8. AREA OF RECTANGLES, TRIANGLES	3	23	10
	9. PROBABILITY	6	46	7
	10. CHARTS, GRAPHS	5	38	8
	11. FORMULAS	2	15	11
	STUDENTS TESTED: 13 TOTAL MATHEMATICS:	3	23	10
	MATHEMATICS SCALED SCORE: 662			
READING	1. MAIN IDEA	6	50	6
	2. MEANING OF WORDS	9	75	3
	3. SPECIFIC DETAILS	6	50	6
	4. SEQUENCING OF EVENTS	3	25	9
	5. DRAWING CONCLUSIONS	1	8	11
	6. FACT, OPINION	5	42	7
	7. CAUSE-AND-EFFECT	5	42	7
	8. GENERALIZATIONS	6	50	6
	9. AUTHOR'S POINT OF VIEW	5	42	7
	10. REFERENCE SOURCES	7	58	5
	11. GRAPHIC SOURCES	6	50	6
	STUDENTS TESTED: 12 TOTAL READING:	6	50	6
	READING SCALED SCORE: 669			
WRITING	1. CAPITALIZATION	8	67	4
	2. PUNCTUATION	7	58	5
	3. SPELLING	10	83	2
	4. CORRECT ENGLISH USAGE	7	58	5
	5. SENTENCE STRUCTURE	10	83	2
	6. PROOFREADING	7	58	5
	PERSUASIVE WRITTEN COMPOSITION			
	RATING: 4 3 2 1 0			
	NUMBER: 0 0 3 7 2			
	PERCENT: 0 0 25 58 17			
	NUMBER OF STUDENTS USING WRONG PURPOSE/MODE: 1			
	NUMBER OF STUDENTS WRITING OFF TOPIC: 2			
	STUDENTS TESTED: 12 TOTAL WRITING:	2	17	10
	WRITING SCALED SCORE: 604			

GROUP CHARACTERISTICS

BASED ON 14 ANSWER DOCUMENTS SUBMITTED

	NUMBER	PERCENT
Students Absent from All Tests	0	0
Students Exempt from All Tests : ARD	1	7
Students Exempt from All Tests : LEP	0	0
Other Students Not Tested	0	0
Number of Students Tested	13	93
ETHNIC COMPOSITION		
American Indian or Alaskan Native	0	0
Asian or Pacific Islander	0	0
Black	8	57
Hispanic	5	36
White	1	7
FREE/REDUCED PRICE MEAL PROGRAM	10	71
CHAPTER I PROGRAMS		
Chapter I Regular Program	0	0
Chapter I Migrant Remedial Mathematics Program	0	0
Chapter I Migrant Remedial Reading Program	0	0
Chapter I Migrant Remedial Writing Program	0	0
LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
Limited English Proficient Students	0	0
Bilingual Program	0	0
English as a Second Language Program	0	0
SPECIAL EDUCATION PROGRAMS		
Learning Disability	1	7
Emotionally Disturbed	0	0
Speech Handicapped	0	0
Visually Handicapped	0	0
Other Handicapping Condition	0	0
GIFTED/TALENTED PROGRAM	0	0
MODE OF ENTRY		
Alternative to Social Promotion	0	0
Retained	0	0
Promoted	14	100
CONTINUOUS ENROLLMENT IN DISTRICT		
One or Two Years	0	0
Three Years or More	14	100
AT-RISK STUDENTS	14	100

PASS/FAIL SUMMARY

BASED ON 13 STUDENTS WHO TOOK ONE OR MORE TEST

	NUMBER	PERCENT
Passed All Tests Taken	1	8
Failed One Test Only	4	31
Failed Two Tests Only	2	15
Failed All Three Tests	6	46

Attachment F-1
(Page 2 of 2)

Attachment F-2

AISD ACHIEVEMENT AT A GLANCE

PERCENTAGE OF STUDENTS MASTERING THE TEAMS

	MATHEMATICS				READING*				WRITING				PASSED ALL			
GRADE	1986	1987	1988	1989	1986	1987	1988	1989	1986	1987	1988	1989	1986	1987	1988	1989
1	82	86	90	92	73	76	85	86	80	87	89	94	65	70	79	83
1S	NA	88	87	87	NA	86	82	86	NA	85	87	87	NA	75	77	76
3	77	84	92	93	73	79	86	87	61	71	78	80	51	62	72	73
3S	NA	86	94	90	NA	96	99	98	NA	95	99	98	NA	84	94	88
5	75	79	84	87	82	80	86	83	61	64	74	82	52	54	66	72
7	74	78	85	85	77	80	83	83	64	68	75	75	52	59	67	67
9	77	83	81	79	79	79	77	83	59	60	57	64	51	52	50	56
11	92	93	81	81	94	90	91	92	--	--	--	--	89	87	79	79

* - Exit-Level Language Arts
S - Spanish TEAMS
NA - Not applicable: Spanish tests for grades 1 and 3 were administered for the first time in 1987.

ITBS AND TAP PERCENTILES (1985 Norms)

	MATHEMATICS				READING				LANGUAGE				COMPOSITE			
GRADE	1986	1987	1988	1989	1986	1987	1988	1989	1986	1987	1988	1989	1986	1987	1988	1989
1	61	60	64	66	58	49	55	59	55	49	56	61	60	57	62	66
2	54	65	69	73	62	58	59	62	50	61	60	61	54	63	64	67
3	58	58	64	55	53	53	54	50	68	69	74	70	58	60	64	58
4	49	53	53	56	43	43	43	52	57	59	62	63	54	56	57	58
5	56	56	56	57	50	47	46	53	61	58	60	62	54	53	53	57
6	54	57	53	50	47	50	45	48	58	60	56	57	54	57	51	52
7	47	47	49	49	44	44	44	51	60	59	61	62	57	55	57	55
8	52	58	52	51	50	55	51	54	62	66	62	67	59	64	58	58
9	55	54	52	49	53	51	46	53	59	58	57	56	55	53	51	56
10	62	62	59	62	64	62	56	62	69	67	63	61	65	63	59	61
11	61	63	61	64	62	64	60	63	64	65	61	65	64	67	61	62
12	64	66	67	67	59	61	60	63	62	63	63	66	61	62	63	61

SAT SCORES

	VERBAL				MATHEMATICS			
	1985	1986	1987	1988	1985	1986	1987	1988
AISD	450	444	446	442	497	489	488	489
Texas	419	419	416	417	459	458	459	462
Nation	431	431	430	428	475	475	476	476

SCGC

APPENDIX G

Gardner House

APPENDIX G

Gardner House

Procedure

During 1988-89, one Project Specialist was assigned to Gardner House, the Travis County Juvenile Detention Center, to implement an educational program. At the beginning of the school year, the Project Specialist sent a memo to all AISD principals explaining her role (see Attachment G-1).

According to recommendations in the Texas Standards for Juvenile Detention Facilities, the student-teacher ratio should not exceed 10:1 (see Attachment G-2). In fact, during this school year, the ratio was 17:1 (see Attachment G-3).

At the end of each semester, the Gardner House Project Specialist compiled descriptive statistics on only those students she had contact with. Those who may have entered and exited during weekends or holidays are not included. See Attachment G-4 for 1988-89 data.

Attachment G-1

MEMORANDUM

TO: AISD Principals
FROM: Jane Wroblewski, Project Specialist-Gardner House JW
SUBJECT: Gardner House
DATE: October 4, 1988

As project specialist for Gardner House, I would like to define Gardner House and its relationship to AISD. I hope that you will pass this information on to the faculty of your school. If you or any of your faculty have questions about Gardner House please call me at 467-6871.

Gardner House is the Travis County Juvenile Detention Center. Children from 10 to 16 years of age can be detained at Gardner House when they are picked up by the police. AISD provides a project specialist at Gardner House to implement an educational program. The goals of the program are to maintain school attendance and educational training for the children while they are detained. AISD students are given attendance credit if they participate in the Gardner House program. AISD students can be given credit for course work that is completed while they are detained. Ideally, the students should be given as much credit as the home school teachers feel comfortable allowing. Please remember that these students are in a very stressful situation. They may not be emotionally capable of completing normal amounts of course work while they are at Gardner House. Teachers and counselors are welcome to call the project specialist to obtain information about course work completed by students while they are at Gardner House. When a student is detained for extended periods of time (10 days or more) or expresses an interest in obtaining assignments from their home school, the project specialist may call the students' home school to request the students' course work. This year AISD textbooks have been purchased to assist in the process of keeping students current in their classes.

Attachment G-2
(Page 1 of 2)

STANDARDS FOR JUVENILE DETENTION FACILITIES

TEXAS JUVENILE PROBATION COMMISSION
STANDARDS FOR JUVENILE DETENTION FACILITIES

TEXAS JUVENILE PROBATION COMMISSION
Bill Anderson, Executive Director
P.O. Box 13547, Capitol Station
Austin, Texas 78711-3547

2015 South IH-35
512/443-2001

PUBLISHED OCTOBER 1986

Attachment G-2
(Page 2 of 2)

§343.17 Programs.

The following standards are mandatory for all detention facilities except for hold over detention facilities.

(1) Education services. The superintendent of detention develops a program which provides for coordination with local school officials within the area served by the detention facility. When education services are provided in the detention facility it is recommended that teacher student ratios not exceed one to ten, and that instructors be certified by the Texas Education Agency. The program provides education to each child in detention appropriate to the child's needs, and may include any of the following:

(A) using the services of the school liaison officer to help ensure that the child remains current with his school work while in detention;

(B) providing short term education programs which can enhance the child's basic skills;

(C) providing remedial and special education to help improve the child's capacity to perform in school; and

(D) allotting space to an independent school district to provide instruction at the detention facility.

(2) Library services. Library services and materials are available to all detained children.

(A) The superintendent of detention designates a staff member or trained volunteer as library coordinator.

(B) Library materials consist of books, magazines, and recordings which meet the educational, informational, and recreational needs of detained children.

(3) Recreation and activities. Recreation and activities are available to all detained children.

(A) The superintendent of detention designates a staff member or trained volunteer as recreation coordinator.

(B) Each child participates in one hour of organized physical exercise each day.

(C) Each child is allowed one hour of unscheduled activities each day.

88.25

Attachment G-3

SCHOOL DAYS	**STUDENTS**
21 in September	297
21 in October	388
19 in November	383
12 in December	228
19 in January	285
19 in February	302
18 in March	276
21 in April	384
23 in May	444
2 in June	27
TOTAL: 175	**3,014**

Average = 17.22 students per day

Attachment G-4
(page 1 of 7)

Gardner House Statistics 1988-1989

Total number of students from Sept. 1, 1988 to June 2, 1989 = 792

Duplicated count of offense

0100A = 1
0100BZ= 2
0100D = 1
0200A = 1
0200B = 2
0200BZ= 1
0300A = 7
0300AZ= 2
0300B = 15
0300BZ= 1
0400A = 31
0400D = 1
0400E = 3
0500A = 142
0500AZ= 10
0500B = 11
0500C= 41
0500CZ= 5
0600A = 25
0600AZ= 1
0600B = 5
0600C = 23
0600CZ= 1
0600D = 1
0600E = 5
0600F = 1
0700A = 59
0800F = 1
0800G = 9
0901A = 7
0901C = 1
0904A = 20
0904C = 1
1000B = 1
1000C = 3
1200A = 30
1200D = 13
1200G = 3
1200H = 9
1200J = 1
1300A = 8
1300B = 4
1300F = 9
1400A= 1
1400C = 1
1400E = 1
1400F = 1
1400I = 1
1400L = 1
1500A = 2
1500AZ= 1
1500D = 13
1500E = 6
1500F = 6
1600A = 13
1600B = 4
1700A = 19
1700B = 79
1700C = 10
1700E = 1
1900A = 73
2300B = 3
TEMP = 23

Unduplicated count by sex

male= 450

female= 111

Unduplicated count by ethnicity

1= 0
2= 4
3= 156
4= 260
5= 141

Attachment G-4
(Page 2 of 7)

Unduplicated count of schools

Dropouts = 138

Non-AISD = 106

AISD = 317

002= 11

003= 17

004= 17

005= 19

006= 22

007= 9

008= 13

009= 5

010= 9

011= 7

012= 27

013= 7

043= 10

044= 14

045= 3

046= 11

047= 9

048= 7

049= 13

051= 8

052= 10

054= 8

055= 10

057= 5

058= 8

108= 1

124= 1

127= 1

144= 1

152= 1

167= 1

176= 1

252= 26

Number of repeat offender

2= 119

3= 24

4= 12

5= 5

6= 2

Length of stay *

Longest = 90 days Shortest = 1 day

Greater than 5 days but less than 11 days = 167

Average stay = 5.20 days

	Enrolled	Not enrolled
AISD	5.13 days	6.29 days
Non-AISD	4.51 days	5.11 days

* Computer counted students that came in and left on the same day as 0 s
the averages are a bit low

Unduplicated count by age

birth year	fall 1988	age	1988-1989
1970	=0	18	=0
1971	=17	17	=24
1972	=93	16	=167
1973	=80	15	=157
1974	=60	14	=117
1975	=29	13	=63
1976	=10	12	=21
1977	=3	11	=10
1978	=0	10	=1
1979	=0	9	=1

(this student was 10 at date of enrollment)

Unduplicated count of AISD students by grade, sex and ethnicity

grade	ethnicity		Asian		Black		Hispanic		Other	
	1		2		3		4		5	
	sex									
	1	3	1	3	1	3	1	3	1	3
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	1	0	0	0	0	0
5	0	0	0	0	2	0	2	1	0	1
6	0	0	0	0	2	1	15	4	3	0
7	0	0	0	0	19	3	27	9	6	4
8	0	0	1	0	22	3	29	3	7	2
9	0	0	0	1	26	6	38	5	10	5
10	0	0	0	0	23	2	12	3	7	2
11	0	0	0	0	5	1	0	0	2	1
12	0	0	0	0	0	0	0	0	1	0
Total	0	0	1	1	100	16	123	25	36	15

16

Duplicated count of F.R. Rice students by grade, sex, and ethnicity

grade	ethnicity									
	1		2		3		4		5	
	sex									
	1	3	1	3	1	3	1	3	1	3
6	0	0	0	0	0	0	12	0	1	0
7	0	0	0	0	4	0	10	0	0	0
8	0	0	0	0	14	0	4	0	0	0
9	0	0	0	0	9	0	3	0	1	0
10	0	0	0	0	5	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	32	0	29	0	2	0

Duplicated list of offenses for F.R. Rice students

0300A	=2	0901A	=2
0300AZ	=2	0904A	=3
0300B	=1	1200A	=6
0400A	=1	1300A	=2
0500A	=11	1300F	=3
0500AZ	=1	1500D	=3
0500B	=1	1600A	=3
0500C	=3	1700B	=7
0600A	=1	1700C	=2
0600E	=3	1900A	=1
0800F	=1	2300B	=2
		TEMP	=2

Students from F.R. Rice Spring 1989 roster that attended Gardner House between Sept 1988-June 2, 1989

[illegible]	ID#	grade (reported)	school (reported)	attended
		10	012	890417-890418
		09	012	890207-890208
		08	012	890401-890403
		08	012	890418-890419
		08	012	890511-890512
		09	006	890421-890424
		06	012	890522-890523 890524-
		09	005	890323-890327
		06	052	881130-881201 890213-890223
		07	012	890508-890508
		07	043	881207-881219 881223-890107 890117-890123
		06	012	890226-890227
		09	012	890522-890522

06	052	890106-890107
	012	890215-890216
10	006	880919-880920
		881115-881118
	012	890410-890410
	006	890601-
07	048	881116-881123
		881201-881210
08	012	890225-890303
		890419-890420
09	006	890126-890127
08	012	890214-890215
08	044	890110-890110
	012	890524-890525
09	004	890101-890110
	012	890505-890512
09	012	890423-890504
09	007	890323-890324
07	046	881025-881104
		881115-881123
08	012	890507-890526
09	010	890130-890130
06	043	890125-890130
	012	890212-890213
06	012	890504-890504
09	010	881122-881123
	012	890420-890421
06	012	890524-890525
08	012	880905-880907
		890110-890110
		890201-890210
		890224-890306
06	047	890322-890322
		890428-890501
07	012	890324-890406
		890411-890419

			890516-890525
5815151	07	049	881214-881223
		012	890329-890407
7536742	09	008	890214-890218
8116902	08	048	890406-890417
6167471	06	043	890103-890113
		012	890511-890522
3833452	08	012	890226-890227
8967003	07	043	890125-890207
	08	043	890215-890224

SCGC

APPENDIX H

TEA Report

APPENDIX H

TEA Report

Procedure

Submission of an annual report to TEA is stipulated in the SCGC grant. (See Attachment H-1.)

Descriptive Data. Although the various frequencies reported (by sex, ethnicity, grade, etc.) are similar to those in the Final Report (ORE Pub. No. 88.24), the population differs. TEA requests statistics on first-time referrals only. These students are defined in the program SW$ALL (library ORSSAS) either with an S (span) or 0 (no prior assignment) in the field PREV of the SAS data file (see Appendix B), as well as with an X, Y, or Z deleted from field R1 (for standard SCGC counts). In the case of Spring, 1988, data only, SCGC was defined as PS NE 2.

Follow-Up Data: Grades. Program SG$002/SG$002F (library ORSSWT) reads the downloaded Student Grade Report file and matches it with a selected data file. See Attachment H-2. The program was run twice, once for SW@SP88, and again for SW@FAL88. For each student, it counts the number of courses passed during the semester of enrollment at Rice and compares this number with appropriate SGR files 12 weeks into the following semester (11/20/88 for the Spring, 1988 Rice file, and 4/20/89 for the Fall, 1988, Rice file). It then counts the total number of students whose school performance was Better, Worse, or No Change. See Attachment H-2.

Follow-Up Data: Attendance. Program SG$001S/SC$001F (library ORSDIS) checks the attendance record for each student for the semester of enrollment at Rice and compares this attendance rate with the rate for the first 12 weeks of the following semester back at the home school. See Attachment H-3. It then counts the total number of students whose school attendance was Improved, Worse, or No Change.

Attachment H-4 shows the final 1988-89 printouts for both grades and attendance.

Attachment H-1

1988-89 TEA Report

(Page 1 of 12)

Austin Independent School District
Department of Intergovernmental Relations

June 12, 1989

Dr. Sylvia Garcia
Educational Program Director
Student Services
Department of Program Development
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Dr. Garcia:

Enclosed is our final evaluation report for the School-Community Guidance Center Program for 1988-89. We are submitting the report without the figures that reflect the students served in summer school.

In order to meet the report deadline, we are using only the figures on student service to date. We will submit a revised form after summer school figures are available. Gardner House is again appreciative of the continued educational program this summer.

Please call if you have any questions.

Sincerely,

Ann Cunningham

Ann Cunningham
Grants Administrator

dyh

enclosure

xc: Freda Holley
Lee Laws
Gloria Williams
Glen Nolley
Nancy Baenen
Leslie Swanson ✓

88.25

TEXAS EDUCATION AGENCY

Division of Program Planning

Attachment H-1
(Page 3 of 12)

Austin Ind. School District
School District Name

227-901
County-District Number

Evaluation Report for School-Community Guidance Centers

Authority for Data Collection: 19 TAC 85.22
Planned Use of the Data: Prepare evaluation report.
Instructions: Type the requested information in the blanks or spaces provided. Add additional sheets if necessary. Only one completed report form is required.

For assistance in completing this form, please call the Division of Program Planning at (512) 463-9512.

I. Center's Total Staffing Pattern:

Position	Number (FTEs*)
Supervisor/Principal	
Teacher	
Counselor	
Aide	
Project Specialists Other (Specify)	3

*FTE: Full-Time Equivalents

II. Funds Expended:

A. Total Criminal Justice Division funds expended (not TEA): $ 46,595 *

B. Total other funds expended: $ 805,706 *

Typed Name of Project Director	Date	Telephone
Ann Cunningham	June 12, 1989	512-458-1291

* Budgeted - final expenditures not available at this date as program runs through August 30, 1989.

By June 15 of the current year return to:

Texas Education Agency
Division of Program Planning
1701 North Congress Avenue
Austin, Texas 78701

VIII. Follow-Up (FIRST ASSIGNMENT ONLY)

88.25

A. For students returned to campus, indicate status 12 weeks after return:

Status	Number of Cases
a. dropped out	55 #
b. expelled	3
c. returned to Center (recidivist)	12
d. in school	193
e. other (includes transfered/moved, graduated, institutionalized)	29

*** B. 1. Number of students whose "12 weeks later" attendance was:

Attendance	Number of Students
a. better	62
b. worse	60
c. no change	54

d. Incomplete records 17 TOTAL = 193

Total of above should equal number of students in school [VIII(A)(d)].

2. Number of students whose "12 weeks later" school performance was:

School Performance	Number of Students
a. better	45
b. worse	96
c. no change	~~30~~ 39

d. Incomplete records 13 TOTAL = 193

Total of above should equal number of students in school [VIII(A)(d)].

* NOTE: These figures do not include the Court Component or the children served during summer school. See ADDENDUM.

** NOTE: Students exit from the School-Community Guidance Center program twice a year (at the end of each semester). Of the students "returned to campus" during the 1988-89 school year, 92 of them exited at the end of the fall semester. Therefore, Section VIII can only be applied to the 92 exited at that time and the 200 exited at the end of spring semester of 1987-88. Follow-up information will be available on the students exited at the end of spring, 1989, semester after twelve weeks have elapsed in the fall, 1989, semester and will be included with next year's report.

*** PROCEDURE: Student grade records were analyzed at two points in time to determine whether they were passing or failing -
1) for the semester of assignment to SCGC at Rice, and
2) for the first 12 weeks back at the home school.

Better - Comparisons showing movement from failing to passing.
Worse - Comparisons showing movement from passing to failing.
Same - Comparisons showing no change.

# Includes summer and school year dropouts. Method of calculating differs from last year.

III. Statistical Information (FIRST ASSIGNMENT ONLY)

* A. Number of students served in program by grade level, ethnicity (unduplicated count). See ATTACHMENT C for additional information.

Grade Level	(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Black, Not of Hispanic Origin	(4) Hispanic	(5) White, Not of Hispanic Origin	Total
4 and below	0	0	0	0	0	C
5	0	0	0	0	0	0
6	0	0	12	33	5	50
7	0	0	30	59	9	98
8	0	2	22	42	6	72
9	0	0	58	36	12	106
10	0	0	31	7	1	39
11	0	0	10	2	3	15
12	0	0	2	1	4	7
TOTAL	0	2	165	180	40	387

* B. Number of students served by sex: Male 317 Female 70

* C. Number of handicapped students served: 58 special education

D. Is there a limit to the number of times a student can be placed in the Center? No ______ Yes X

If yes, number of times: per semester 1 per year 2

E. Number of students returned to Center due to recidivism: 79

F. Number of student re-entries to the Center:
(Note: Students assigned only one time are not to be included in this table.)

Number of Times	Number of Students
1	52
2	22
3	4
4	1
5	0
6	0
over 7	C

IV. For the period September 1 through May 31, how many students were referred to sources other than the school district for assistance in correcting factors adversely affecting the student's education?

A. Number of students: 349

88.25

B. List the agencies that were used as referral sources:

See ATTACHMENT A

V. Number of assignments by Offense Category (sum of IIIA and E):
Most students are assigned for committing more than one offense.

Offense Category	Number of Assignments
a. arson	2
b. assault	43
c. cheating	0
d. detention, missed or excessive	44
e. excessive tardiness	33
f. fighting	136
g. gambling	4
h. hazing	0
i. insubordination	229
j. obscene language	80
k. possession of fireworks	0
l. possession, use, give, or delivery of firearms or other weapons	39
m. possession, use or under the influence of drugs, marijuana, or a controlled substance--first offense	38
n. repeated possession, sale, delivery, or possession with intent to sell an alcoholic beverage, drugs, marijuana or a controlled substance	1
o. smoking	0
p. theft	42
q. truancy	129
r. vandalism	35
s. unexcused absences	8
t. other (specify) See ATTACHMENT B	40

* VI. **Number of first assignments:** non-adjudicated 357 adjudicated 30

** VII. Disposition of Cases (sum of IIIA and E):

Disposition of Cases	Number of Cases
a. returned to campus	262
b. removed to another alternative education program	1
c. graduated	1
d. moved from district	19
e. dropped out of school	37
f. committed to another institution	2
g. board action to expel	47
h. remained at center	97

ATTACHMENT A

IV. B. List the agencies that were used as referral sources:

Austin Area Urban League
Austin Child Guidance and Evaluation Center
Austin Community College
Austin Dental Clinic
Austin Police Department - Victim Services
Austin Police Department - Hispanic Crimes Unit
Austin State Hospital
CARITAS
Center for the Development of Education & Nutrition
Center for Battered Women
Charter Lane Hospital
Child and Family Services
Children's Protective Services, Dept. of Human Services
Christian Social Mission
Community Advocates for Teens and Parents
Creative Rapid Learning Center
DARE
Delinquency Prevention Division, Juvenile Court
Faulkner Center
Gary Job Corps
Huston-Tillotson College
Mental Health - Mental Retardation
Pebble Project, Child Abuse Center
Planned Parenthood of Austin
Rape Crisis Center
Reproductive Services
S.E.R. Jobs for Progress
South Austin Youth Services
Spectrum Emergency Shelter
St. Edward's Job Fair
State of Texas Department of Health
Travis County Health Department
Youth Advocacy Program
Youth Employment Services

ATTACHMENT B

V. Number of assignments by Offense Category (cont.):

t. other (specify)

Offense Category	Frequency
setting off a fire alarm	1
disruptive behavior on a bus	2
smoke bomb	1
pyromania	1
living in a halfway house for TYC	4
breaking and entering	2
sexual misconduct	29

ATTACHMENT C

A. Student repeaters by grade and ethnicity.

Grade Level	(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Black, Not of Hispanic Origin	(4) Hispanic	(5) White, Not of Hispanic Origin	Total
4 and below	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	3	0	3
7	0	0	5	6	2	13
8	0	0	5	13	1	19
9	0	0	18	13	2	33
10	0	0	3	2	1	6
11	0	0	4	1	0	5
12	0	0	0	0	0	0
TOTAL	0	0	35	38	6	79

B. Number of repeaters served by sex: Male 65 Female 14

C. Number of repeaters in special education: 19

ADDENDUM

S.C.G.C. Court Component

(Gardner House-Juvenile Detention Center for Travis County)

1988-89

Children Served (unduplicated count): 561 total

399	entered one time
119	entered two times
43	entered three to seven times

Sex (unduplicated count):

450	male
111	female

Ethnicity (unduplicated count):

0	American Indian or Alaskan Native
4	Asian or Pacific Islander
156	Black, not of Hispanic Origin
260	Hispanic
141	White, not of Hispanic Origin

Enrollment (unduplicated count):

317	Students enrolled in A.I.S.D.
106	Students enrolled in another school district
138	Students not enrolled in a school

Length of Stay:

5.2	days	average
5.1	days	average for AISD enrolled students
4.5	days	average for non-AISD enrolled students
6.3	days	average for AISD dropout students
5.1	days	average for non-AISD dropout students
90	days	longest stay
1	day	shortest stay

Frequency by Age:

Age	Frequency
9	1
10	1
11	10
12	21
13	63
14	117
15	157
16	167
17	24

**AISD Students: Frequency by Grade and Ethnicity
(unduplicated count)**

GRADE	FREQUENCY			
	Hispanic	Black	Other	TOTAL
4	0	1	0	1
5	3	2	0	5
6	19	3	3	25
7	36	22	10	68
8	32	25	11	68
9	43	32	16	91
10	15	25	9	49
11	0	6	3	9
12	0	0	1	1
TOTAL	148	116	53	317

ADDENDUM (cont.)

Offense Categories:

Offense	Frequency
aggravated robbery	16
aggravated assault	31
arson	3
assault with injury	30
assault on school official	13
burglary	142
burglary of coin operated machine	11
burglary of a vehicle	46
credit card abuse	3
criminal mischief ($20-$199)	18
criminal mischief ($200-$749)	6
criminal mischief (over $749)	6
criminal trespassing	18
delivery of marijuana	1
disorderly conduct with firearm	1
escape from custody	9
evading arrest	1
false alarm/disruption of program	1
false report to police officer	1
forgery	1
harboring a runaway	1
hindering apprehension	1
inhalant abuse	3
murder/manslaughter	4
parole violation	19
possessing prohibited weapons	13
possession of a controlled substance	28
reckless conduct	3
resisting arrest	1
retaliation	3
robbery	10
runaway	73
sexual assault	3
tampering with ID numbers	1
temporary detention	29
terroristic threat	10
theft ($20-$199)	20
theft ($200-$749)	5
theft ($750-$19,000)	24
theft from a person	5
theft of mail	1
unauthorized use of a motor vehicle	59
unlawfully carrying a weapon	8
violation of lawful court appearance	79
warrant failure to appear	10

```
1          SAS(R) LOG   OS SAS 5.18          MVS/XA JOB EVOSGO2F STEP SAST      PROC SAS                10:31 WEDNESDAY, JUNE 7, 1989

NOTE: COPYRIGHT (C) 1984,1988 SAS INSTITUTE INC., CARY, N.C.  27512, U.S.A.
NOTE: THE JOB EVOSGO2F HAS BEEN RUN UNDER RELEASE 5.18 OF SAS AT AUSTIN INDEPENDENT SCHOOL DISTRICT (01986001).

NOTE: CPUID   VERSION = 03  SERIAL = 015624  MODEL = 4381 .

NOTE: SAS OPTIONS SPECIFIED ARE:
      SORT=4

#########################################################################
#                              SAS NEWS                        6/5/89   #
#                                                                       #
#                                                                       #
#   WELL, I GOT A REQUEST TO CHANGE THE SAS NEWS BUT I DON'T HAVE       #
#     ANY "NEW" NEWS.  IF YOU HAVE DONE SOMETHING UNUSUAL WITH SAS      #
#     LATELY THAT YOU THINK OTHERS MIGHT BE INTERESTED IN LET ME        #
#     KNOW AND WE COULD PUT IT IN THIS SPACE.  CALL ME AT EXT. 248.     #
#                                                                       #
#   IF YOU HAVE ANY PROBLEMS RELATED TO SAS PLEASE CONTACT              #
#   LORA PERKINS AT 451-8411 EXT. 248.                                  #
#                                                                       #
#########################################################################

1            ****************************************************************
2            *  SG$002F          CREATED:  1-89          AUTHOR: J. BAZAN     *
3            *      THIS PROGRAM READS DOWNLOADED SGR FILE (SGRSRMST) AND MATCHES*
4            *      WITH THE SPRING 89 SCGC FILE. COUNTS THE NUMBER OF COURSES   *
5            *      A STUDENT HAS PASSED.  COMPARES FALL 88 WITH SPRING 89       *
6            *      AFTER 12 WEEKS TO SEE IF LOSSES OR GAINS.                    *
7            ****************************************************************;
8            OPTIONS ERRORS = 0  LINESIZE = 132  S=72;
9
10           DATA EVOSAS1.JBJHS88;
11           *    SGR DOWN LOADED TAPE FILE - ONE RECORD FOR EACH PERIOD;
12           *    COBOL COPY BOOK - GRDNREC;
13             INFILE FALL88;
14               INPUT          LOC        $ 01-03
15                              STUID      $ 04-10
16               /*             STUNAME    $ 11-28         */
17               /*             SEX        $ 29            */
18               /*             ETHNIC     $ 30            */
19               /*             GRADE      $ 31-32         */
20               /*       @33   ADVISOR      PD2.          */
21               /*       @35   FAMILYID     PD4.          */
22               /*             ADVROOM    $ 42-45         */
23               /*             CLASDESC   $ 50-63         */
24               /*             TEANAME    $ 64-75         */
25               /*             TNAME4     $ 64-67         */
26               /*       @79   TEANUM       PD2.          */
27               /*             PERIOD     $ 81            */
28               /*             COURSE     $ 82-87         */
29               /*             COURSE4    $ 82-85         */
30               /*             SEMESTER   $ 92            */
31               /*       @93   OCCLOC       PD2.          */
32               /*             GR1          95-97         */
33               /*             AS1        $ 98            */
34               /*             GR2          99-101        */
35               /*             AS2        $ 102           */
```

```
2          SAS(R) LOG   OS SAS 5.18             MVS/XA JOB EVOSGO2F STEP SAST      PROC SAS                  10:31 WEDNESDAY, JUNE 7, 1989

36              /*            GR3         $ 103-105       */
37              /*            AS3         $ 106           */
38              /*            GR4         $ 107-109       */
39              /*            AS4         $ 110           */
40              /*            GR5         $ 111-113       */
41              /*            AS5         $ 114           */
42              /*            GR6         $ 115-117       */
43              /*            AS6         $ 118           */
44              /*            AVG1        $ 119-121       */
45              /*            AS7         $ 122           */
46              /*            AVG2        $ 123-125       */
47              /*            AS8         $ 126           */
48              /*            EXAM        $ 127-129       */
49              /*            AS9         $ 130           */
50                            AVERAGE     $ 131-133
51                            AS10        $ 134
52              /*            ABSOVRRD    $ 135           */
53                            ACTIVE      $ 138;
54          *   IF LOC NE '012';
55          *   IF LOC NE '062';
56          *   IF AS10 = '*' THEN DELETE;
57          *   IF ACTIVE NE 'I';
58
59

NOTE: INFILE FALL88(O) IS:
      DSNAME=UCC.SGRQ1M89.G0001V00(O),
      UNIT=TAPE,VOL=SER=501071,DISP=OLD,
      DCB=(BLKSIZE=10680,LRECL=178,RECFM=FB)

NOTE: 97065 LINES WERE READ FROM INFILE FALL88(O).
NOTE: DATA SET EVOSAS1.JBJHS88 HAS 97065 OBSERVATIONS AND 5 VARIABLES.
NOTE: THE DATA STATEMENT USED 18.12 SECONDS AND 788K.

59           PROC SORT DATA = EVOSAS1.JBJHS88  OUT=EVOSAS2.JBJHS88;
60              BY STUID;
61
62

NOTE: 4 CYLINDERS DYNAMICALLY ALLOCATED ON SYSDA FOR EACH OF 3 SORT WORK DATA SETS.
NOTE: DATA SET EVOSAS2.JBJHS88 HAS 97065 OBSERVATIONS AND 5 VARIABLES.
NOTE: THE PROCEDURE SORT USED 16.97 SECONDS AND 1536K.

62           DATA JBSCGC;
63                INFILE STUDDATA;
64                INPUT STUID $    1 - 7
65                   LASTNAME $    9 -18
66                   FSTNAME  $   20 -26
67                   GROUP           27
68                   PREV     $      28
69                   GRADE    $   31 -32
70              /*   LOC          46 -48                */
71                   R1       $      62
72                   DISP     $      66
73                   FOLLOWUP $      67
74              /*   F_2      $      68                 */
75              /*   F_3      $      69                 */
```

```
3         SAS(R) LOG   OS SAS 5.18            MVS/XA JOB EVOSG02F STEP SAST      PROC SAS                    10:31 WEDNESDAY, JUNE 7, 1989

76              /*    F_4        $         70                */
77              /*    F_5        $         71                */
78                    PS                   72;
79
80                 IF PS NE 2;
81                    IF (PREV = 'O') OR (PREV = 'S');
82                    IF FOLLOWUP = 'J';
83                    IF (DISP = 'B') OR  (DISP = 'D');
84                    IF (R1='X' OR R1='Y' OR R1='Z') THEN DELETE;
85
86


NOTE: INFILE STUDDATA(SW@FAL88) IS:
      DSNAME=SYS2.TEST.ORSSAS(SW@FAL88),
      UNIT=DISK,VOL=SER=MVS010,DISP=SHR,
      DCB=(BLKSIZE=6160,LRECL=80,RECFM=FB)

NOTE: 210 LINES WERE READ FROM INFILE STUDDATA(SW@FAL88).
NOTE: DATA SET USER.JBSCGC HAS 65 OBSERVATIONS AND 10 VARIABLES. 938 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.23 SECONDS AND 756K.

86             PROC SORT DATA = JBSCGC;
87                BY STUID;
88
89

NOTE: DATA SET USER.JBSCGC HAS 65 OBSERVATIONS AND 10 VARIABLES. 938 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 0.34 SECONDS AND 1536K.

89             DATA JBSCGC1;
90                MERGE JBSCGC (IN = ONSCGC)
91                      EVOSAS2.JBJHS88 (IN = ONSGR);
92                  BY STUID;
93                  IF ONSCGC AND ONSGR;
94
95

NOTE: DATA SET USER.JBSCGC1 HAS 390 OBSERVATIONS AND 14 VARIABLES. 808 OBS/TRK.
NOTE: THE DATA STATEMENT USED 16.19 SECONDS AND 768K.

95             DATA JBSCGC1;
96               SET JBSCGC1;
97                 BY STUID;
98                 RETAIN CREDITF;
99                 IF FIRST.STUID THEN CREDITF = 0;
100                IF AVERAGE GE 70 THEN CREDITF = CREDITF + 1;
101                IF LAST.STUID THEN OUTPUT;
102
103

NOTE: CHARACTER VALUES HAVE BEEN CONVERTED TO NUMERIC
      VALUES AT THE PLACES GIVEN BY: (LINE):(COLUMN).

      100:10

NOTE: DATA SET USER.JBSCGC1 HAS 64 OBSERVATIONS AND 15 VARIABLES. 710 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.17 SECONDS AND 748K.
```

```
4         SAS(R) LOG   OS SAS 5.18          MVS/XA JOB EVOSGO2F STEP SAST     PROC SAS              10:31 WEDNESDAY, JUNE 7, 1989

103          PROC PRINT DATA = JBSCGC1;
104
105
106
NOTE: THE PROCEDURE PRINT USED 0.24 SECONDS AND 780K AND PRINTED PAGES 1 TO 2.

106         DATA EVOSAS1.SGRF88;
107       *    SGR DOWN LOADED TAPE FILE - ONE RECORD FOR EACH PERIOD;
108       *    COBOL COPY BOOK - GRDNREC;
109          INFILE SPR89;
110            INPUT          LOC          $ 01-03
111                           STUID        $ 04-10
112            /*             STUNAME      $ 11-28           */
113            /*             SEX          $ 29              */
114            /*             ETHNIC       $ 30              */
115            /*             GRADE        $ 31-32           */
116            /*        @33  ADVISOR        PD2.            */
117            /*        @35  FAMILYID       PD4.            */
118            /*             ADVROOM      $ 42-45           */
119            /*             CLASDESC     $ 50-63           */
120            /*             TEANAME      $ 64-75           */
121            /*             TNAME4       $ 64-67           */
122            /*        @79  TEANUM         PD2.            */
123            /*             PERIOD       $ 81              */
124            /*             COURSE       $ 82-87           */
125            /*             COURSE4      $ 82-85           */
126            /*             SEMESTER     $ 92              */
127            /*        @93  OCCLOC         PD2.            */
128                           GR1            95-97
129                           AS1          $ 98
130                           GR2            99-101
131                           AS2          $ 102
132            /*             GR3          $ 103-105         */
133            /*             AS3          $ 106             */
134            /*             GR4          $ 107-109         */
135            /*             AS4          $ 110             */
136            /*             GR5          $ 111-113         */
137            /*             AS5          $ 114             */
138            /*             GR6          $ 115-117         */
139            /*             AS6          $ 118             */
140            /*             AVG1         $ 119-121         */
141            /*             AS7          $ 122             */
142            /*             AVG2         $ 123-125         */
143            /*             AS8          $ 126             */
144            /*             EXAM         $ 127-129         */
145            /*             AS9          $ 130             */
146            /*             AVERAGE      $ 131-133         */
147            /*             AS10         $ 134             */
148            /*             ABSOVRRD     $ 135             */
149                           ACTIVE       $ 138;
150       *  IF LOC NE '012';
151       *  IF LOC NE '062';
152       *  IF AS1 = '*' OR AS2 = '*' THEN DELETE;
153       *  IF ACTIVE NE 'I';
154
155
156
```

```
5         SAS(R) LOG   OS SAS 5.18          MVS/XA JOB EVOSGO2F STEP SAST      PROC SAS                 10:31 WEDNESDAY, JUNE 7, 1989

NOTE: INFILE SPR89(O) IS:
      DSNAME=UCC.EVOSGRJR.GOOO2VOO(O),
      UNIT=TAPE,VOL=SER=500728,DISP=OLD,
      DCB=(BLKSIZE=11926,LRECL=178,RECFM=FB)

NOTE: INVALID DATA FOR GR1 IN LINE 2303 95-97.     128:30
NOTE: 189839 LINES WERE READ FROM INFILE SPR89(O).
NOTE: DATA SET EVOSAS1.SGRF88 HAS 189839 OBSERVATIONS AND 7 VARIABLES.
NOTE: THE DATA STATEMENT USED 46.54 SECONDS AND 804K.

156          PROC SORT DATA = EVOSAS1.SGRF88  OUT = EVOSAS2.SGRF88;
157             BY STUID;
158
159

NOTE: DATA SET EVOSAS2.SGRF88 HAS 189839 OBSERVATIONS AND 7 VARIABLES.
NOTE: THE PROCEDURE SORT USED 33.29 SECONDS AND 1536K.

159          DATA JBSCGC2;
160             MERGE JBSCGC (IN = ONSCGC)
161                   EVOSAS2.SGRF88 (IN = ONSGR);
162               BY STUID;
163               IF ONSCGC AND ONSGR;
164
165

NOTE: DATA SET USER.JBSCGC2 HAS 441 OBSERVATIONS AND 16 VARIABLES. 652 OBS/TRK.
NOTE: THE DATA STATEMENT USED 32.27 SECONDS AND 768K.

165          DATA JBSCGC2;
166            SET JBSCGC2;
167              BY STUID;
168              RETAIN CREDITS;
169              IF FIRST.STUID THEN CREDITS = O;
170              IF GR1 = 'NG ' OR GR1 = ' NG' THEN GR1 = 'OOO';
171              IF GR2 = 'NG ' OR GR2 = ' NG' THEN GR2 = 'OOO';
172              AVGS = (GR1 + GR2) / 2;
173              IF AVGS GE 70 THEN CREDITS = CREDITS + 1;
174              IF LAST.STUID THEN OUTPUT;
175              ;
176
177

NOTE: CHARACTER VALUES HAVE BEEN CONVERTED TO NUMERIC
      VALUES AT THE PLACES GIVEN BY: (LINE):(COLUMN).

      170:16  170:31  170:48  171:16  171:31  171:48

NOTE: INVALID NUMERIC DATA, 'NG', AT LINE 170 COLUMN 16.
NOTE: INVALID NUMERIC DATA, 'NG', AT LINE 170 COLUMN 31.
NOTE: INVALID NUMERIC DATA, 'NG', AT LINE 171 COLUMN 16.
NOTE: INVALID NUMERIC DATA, 'NG', AT LINE 171 COLUMN 31.
NOTE: DATA SET USER.JBSCGC2 HAS 64 OBSERVATIONS AND 18 VARIABLES. 532 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.24 SECONDS AND 748K.

177           PROC PRINT DATA = JBSCGC2;
```

```
6        SAS(R) LOG   OS SAS 5.18          MVS/XA JOB EVOSGO2F STEP SAST     PROC SAS                10:31 WEDNESDAY, JUNE 7, 1989

178
179
NOTE: THE PROCEDURE PRINT USED 0.27 SECONDS AND 780K AND PRINTED PAGES 3 TO 4.

179           DATA JBSCGC3;
180              MERGE JBSCGC1(IN=ON1) JBSCGC2(IN=ON2);
181              BY STUID;
182              IF ON1 AND ON2;
183

NOTE: DATA SET USER.JBSCGC3 HAS 63 OBSERVATIONS AND 21 VARIABLES. 468 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.15 SECONDS AND 772K.

183           PROC PRINT DATA = JBSCGC3;
184
185
NOTE: THE PROCEDURE PRINT USED 0.27 SECONDS AND 780K AND PRINTED PAGES 5 TO 6.

185           DATA JBSCGC4;
186              MERGE JBSCGC(IN=ON1) JBSCGC2(IN=ON2);
187              BY STUID;
188              IF ON1 AND NOT ON2;
189

NOTE: DATA SET USER.JBSCGC4 HAS 1 OBSERVATIONS AND 18 VARIABLES. 532 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.14 SECONDS AND 772K.

189           PROC PRINT DATA = JBSCGC4;
190
191
NOTE: THE PROCEDURE PRINT USED 0.15 SECONDS AND 780K AND PRINTED PAGE 7.

191          DATA JBSCGC3;
192            SET JBSCGC3;
193              IF CREDITF - CREDITS GE +1 THEN STATUS = 'DROP';
194              IF CREDITF - CREDITS LE -1 THEN STATUS = 'GAIN';
195              IF CREDITF - CREDITS EQ  0 THEN STATUS = 'SAME';
196
197

NOTE: DATA SET USER.JBSCGC3 HAS 63 OBSERVATIONS AND 22 VARIABLES. 450 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.13 SECONDS AND 724K.

197          PROC FREQ DATA = JBSCGC3;
198            TABLES STATUS;
199              TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT';
200              TITLE2 'OFFICE OF RESEARCH AND EVALUATION';
201              TITLE3 'SG$002F';
202              TITLE4 'TWELVE WEEK FOLLOW UP';
203
204
NOTE: THE PROCEDURE FREQ USED 0.19 SECONDS AND 992K AND PRINTED PAGE 8.

204          PROC DELETE DATA = JBSCGC1 JBSCGC2 JBSCGC3 JBSCGC4 JBSCGC;
NOTE: THE PROCEDURE DELETE USED 0.15 SECONDS AND 716K.
```

Attachment H-2
(Page 6 of 6)

```
1          SAS(R) LOG    OS SAS 5.18          MVS/XA JOB EVOATT88 STEP SAST      PROC SAS                       8:45 THURSDAY, MAY 25, 1989

NOTE: COPYRIGHT (C) 1984,1988 SAS INSTITUTE INC., CARY, N.C.  27512, U.S.A.
NOTE: THE JOB EVOATT88 HAS BEEN RUN UNDER RELEASE 5.18 OF SAS AT AUSTIN INDEPENDENT SCHOOL DISTRICT (01986001).

NOTE: CPUID   VERSION = 03  SERIAL = 015624  MODEL = 4381 .

NOTE: SAS OPTIONS SPECIFIED ARE:
      SORT=4

######################################################################
#                          SAS NEWS                          2/1/89  #
#                                                                    #
#                                                                    #
#   INFO FOR USERS REQUIRING LARGE SAS DATA SETS:                    #
#     SAS DATA SETS DO NOT HAVE TO BE STORED ON DISK IN ORDER TO     #
#     BE ABLE TO RUN SAS PROCEDURES ON THEM -- THEY CAN BE STORED    #
#     ON TAPE.  IF YOU HAVE PROBLEMS MAKING SOMETHING FIT IN YOUR    #
#     SAS DISK LIBRARY, LET ME KNOW AND I'LL SHOW YOU HOW TO PUT     #
#     IT IN A SAS TAPE LIBRARY.                                      #
#                                                                    #
#   IF YOU HAVE ANY PROBLEMS RELATED TO SAS PLEASE CONTACT           #
#   LORA PERKINS AT 451-8411 EXT. 248.                               #
#                                                                    #
######################################################################


1          *****************************************************************
2          *  SG$001F          CREATED: 04-89                               *
3          *     THIS PROGRAM READS ATTENDANCE DATA (EITHER FROM DISK OR TAPE)*
4          *     CREATED BY LE$ATT1 (ORSFED).                               *
5          *     MULTIPLE RECORDS FOR KIDS WITH MORE THAN ONE SCHOOL ATTENDED.*
6          *     1988-89 ATTENDANCE =                        (DISK FILE)    *
7          *                          UCC.EV7ATT89.AT011989(O)(TAPE FILE)    *
8          *     1988-89 ATTENDANCE =                        (DISK FILE)    *
9          *                          UCC.EV7ATT89.AT043089(O)(TAPE FILE)    *
10         *     (THIS TAPE HAS DATA ONLY UPTO 042089 IT WAS NAME 043089 BY  *
11         *      MISTAKE.)                                                 *
12         *****************************************************************;
13          OPTIONS ERRORS = 0  LINESIZE = 132  S=72;
14          TITLE1 'SG$001F';
15          TITLE2 'ATTENDANCE DATA';
16
17           DATA ATTF89;
18              INFILE ATTF8889;
19              INPUT     STUID    $1-7
20                        GRADE    $8-9
21                        SCHOOL    10-12
22                        ELIG_1   $13-15
23                        ELIG_2   $16-18
24                        ELIG_3   $19-21
25                        ELIG_4   $22-24
26                        ELIG_5   $25-27
27                        ELIG_6   $28-30
28                        ABST_1   $31-33
29                        ABST_2   $34-36
30                        ABST_3   $37-39
31                        ABST_4   $40-42
32                        ABST_5   $43-45
33                        ABST_6   $46-48
```

Attachment H-3
(Page 1 of 10)

```
2         SAS(R) LOG   OS SAS 5.18           MVS/XA JOB EVOATT88 STEP SAST      PROC SAS                    8:45 THURSDAY, MAY 25, 1989
34                            ELIG_A  $49-51
35                            ABST_A  $52-54
36                            START_D $55-57
37                            END_D   $58-60;
38
39              *PROC FREQ DATA = ATTF89;
40              *  FORMAT SCHOOL Z3.;
41              *  TABLES GRADE SCHOOL;
42              *  TITLE2 'FREQ OF GRADE/SCHOOL ON ATT8788';
43
44


NOTE: INFILE ATTF8889(O) IS:
      DSNAME=UCC.EV7ATT89.AT011989.G0001V00(O),
      UNIT=TAPE,VOL=SER=501855,DISP=OLD,
      DCB=(BLKSIZE=60,LRECL=60,RECFM=F)

NOTE: 67318 LINES WERE READ FROM INFILE ATTF8889(O).
NOTE: DATA SET USER.ATTF89 HAS 67318 OBSERVATIONS AND 19 VARIABLES. 680 OBS/TRK.
NOTE: THE DATA STATEMENT USED 34.12 SECONDS AND 788K.

44              DATA SCGC;
45                   INFILE STUDDATA MISSOVER;
46                   INPUT STUID $     1 - 7
47                      LASTNAME $     9 -18
48                      FSTNAME  $    20 -26
49                      GROUP             27
50                      PREV     $        28
51                      GRADE    $    31 -32
52                      LOC           46 -48
53                      R1       $        62
54                      DISP     $        66
55                      FOLLOWUP $        67
56                      F_2      $        68
57                      F_3      $        69
58                      F_4      $        70
59                      F_5      $        71
60                      PS                72;
61
62                 * IF R1 EQ 'Z' THEN PROGRAM = 'TAP';
63                 * IF R1 EQ 'Y' THEN PROGRAM = 'AIP';
64                 * IF R1 EQ 'X' THEN PROGRAM = 'SP_ASSGN';
65                 * IF (R1 NE 'X') AND (R1 NE 'Y') AND (R1 NE 'Z')
66                 * THEN PROGRAM = 'BEH';
67                 * IF (GROUP = 4) AND (LOC = '062') THEN DELETE;
68                 * IF (GROUP = 5) AND (PS = 2) THEN DELETE;
69                   IF (PREV EQ 'O' OR PREV = 'S');
70                   IF (DISP = 'B') AND (FOLLOWUP = 'J');
71                   IF (R1='X' OR R1='Y' OR R1='Z') THEN DELETE;
72              ;
73


NOTE: INFILE STUDDATA(SW@FAL88) IS:
      DSNAME=SYS2.TEST.ORSSAS(SW@FAL88),
      UNIT=DISK,VOL=SER=MVS010,DISP=SHR,
      DCB=(BLKSIZE=6160,LRECL=80,RECFM=FB)
```

```
3          SAS(R) LOG    OS SAS 5.18          MVS/XA JOB EVOATT88 STEP SAST      PROC SAS                   8:45 THURSDAY, MAY 25, 1989

NOTE: 210 LINES WERE READ FROM INFILE STUDDATA(SW#FAL88).
NOTE: DATA SET USER.SCGC HAS 58 OBSERVATIONS AND 15 VARIABLES. 756 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.22 SECONDS AND 756K.

73                   PROC SORT DATA = SCGC;
74                     BY STUID;
75
76
77

NOTE: 4 CYLINDERS DYNAMICALLY ALLOCATED ON SYSDA FOR EACH OF 3 SORT WORK DATA SETS.
NOTE: DATA SET USER.SCGC HAS 58 OBSERVATIONS AND 15 VARIABLES. 756 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 0.43 SECONDS AND 1536K.

77              DATA ATNDF89;
78                 MERGE SCGC (IN = FILE1)
79                       ATTF89 (IN = FILE2);
80                 BY STUID;
81                 IF FILE1;
82                 IF START_D NE . ;
83
84

NOTE: CHARACTER VALUES HAVE BEEN CONVERTED TO NUMERIC
      VALUES AT THE PLACES GIVEN BY: (LINE):(COLUMN).

      82:9

NOTE: DATA SET USER.ATNDF89 HAS 105 OBSERVATIONS AND 32 VARIABLES. 396 OBS/TRK.
NOTE: THE DATA STATEMENT USED 13.60 SECONDS AND 772K.

84                 PROC SORT  DATA = ATNDF89;
85                 BY LASTNAME FSTNAME START_D;
86

NOTE: DATA SET USER.ATNDF89 HAS 105 OBSERVATIONS AND 32 VARIABLES. 396 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 0.37 SECONDS AND 1536K.

86                 PROC PRINT DATA = ATNDF89;
87
88
NOTE: THE PROCEDURE PRINT USED 0.44 SECONDS AND 788K AND PRINTED PAGES 1 TO 3.

88             PROC SORT DATA = ATNDF89;
89               BY STUID START_D;
90
91

NOTE: DATA SET USER.ATNDF89 HAS 105 OBSERVATIONS AND 32 VARIABLES. 396 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 0.35 SECONDS AND 1536K.

91             DATA GETINFO LASTONE;
92               SET ATNDF89;  BY STUID;
93               IF SCHOOL EQ . THEN DELETE;
94               ELIG1 = ELIG_1 + ELIG_2 + ELIG_3;
95             * ELIG2 = ELIG_4 + ELIG_5 + ELIG_6;
96               ABS1 = ABST_1 + ABST_2 + ABST_3;
97             * ABS2 = ABST_4 + ABST_5 + ABST_6;
```

```
4           SAS(R) LOG   OS SAS 5.18          MVS/XA JOB EVOATT88 STEP SAST      PROC SAS                      8:45 THURSDAY, MAY 25, 1989

98            PRES1 = ELIG1 - ABS1;
99          • PRES2 = ELIG2 - ABS2;
100           IF FIRST.STUID THEN DO;
101             SH_EL1 = 0;  SH_AB1 = 0; SH_PRES1 = 0; SH_RAT1 = 0;
102             SR_EL1 = 0;  SR_AB1 = 0; SR_PRES1 = 0; SR_RAT1 = 0;
103         •   SH_EL2 = 0;  SH_AB2 = 0; SH_PRES2 = 0; SH_RAT2 = 0;
104         •   SR_EL2 = 0;  SR_AB2 = 0; SR_PRES2 = 0; SR_RAT2 = 0;
105           END;
106           IF ((SCHOOL NE 012 AND SCHOOL NE 062) AND ELIG1 NE 0) THEN DO;
107              SH_EL1 = SH_EL1 + ELIG1;
108              SH_AB1 = SH_AB1 + ABS1;
109              SH_PRES1= SH_EL1 - SH_AB1;
110              SH_RAT1= INT (1000*(SH_PRES1/SH_EL1)) / 10;
111           END;
112         • IF ((SCHOOL NE 012 AND SCHOOL NE 062) AND ELIG2 NE 0) THEN DO;
113         •    SH_EL2 = SH_EL2 + ELIG2;
114         •    SH_AB2 = SH_AB2 + ABS2;
115         •    SH_PRES2 = SH_EL2 - SH_AB2;
116         •    SH_RAT2 = INT (1000*(SH_PRES2/SH_EL2)) / 10;
117         • END;
118           IF ((SCHOOL EQ 012 OR SCHOOL EQ 062) AND ELIG1 NE 0) THEN DO;
119              SR_EL1 = SR_EL1 + ELIG1;
120              SR_AB1 = SR_AB1 + ABS1;
121              SR_PRES1 = SR_EL1 - SR_AB1;
122              SR_RAT1 = INT (1000*(SR_PRES1/SR_EL1)) / 10;
123           END;
124         • IF ((SCHOOL EQ 012 OR SCHOOL EQ 062) AND ELIG2 NE 0) THEN DO;
125         •    SR_EL2 = SR_EL2 + ELIG2;
126         •    SR_AB2 = SR_AB2 + ABS2;
127         •    SR_PRES2 = SR_EL2 - SR_AB2;
128         •    SR_RAT2 = INT (1000*(SR_PRES2/SR_EL2)) / 10;
129         • END;
130           IF LAST.STUID THEN DO;
131              IF SH_EL1 NE 0 AND SH_AB1 GT 5 THEN STATUS1 = 'U';
132              IF SR_EL1 NE 0 AND SR_AB1 GT 5 THEN STATUS2 = 'U';
133         •    IF SH_EL2 NE 0 AND SH_AB2 GT 5 THEN STATUS3 = 'U';
134         •    IF SR_EL2 NE 0 AND SR_AB2 GT 5 THEN STATUS4 = 'U';
135              IF SH_EL1 NE 0 AND SH_AB1 LT 6 THEN STATUS1 = 'A';
136              IF SR_EL1 NE 0 AND SR_AB1 LT 6 THEN STATUS2 = 'A';
137         •    IF SH_EL2 NE 0 AND SH_AB2 LT 6 THEN STATUS3 = 'A';
138         •    IF SR_EL2 NE 0 AND SR_AB2 LT 6 THEN STATUS4 = 'A';
139              OUTPUT LASTONE;
140           END;
141
142           DROP ELIG_1 ELIG_2 ELIG_3 ELIG_4 ELIG_5 ELIG_6 ABST_1
143                ABST_2 ABST_3 ABST_4 ABST_5 ABST_6 ;
144           IF (SCHOOL NE 012 AND SCHOOL NE 062)  THEN DO;
145              HTOTEL1 = HTOTEL1 + ELIG1;
146         •    HTOTEL2 = HTOTEL2 + ELIG2;
147              H_ABS1 = H_ABS1 + ABS1;
148         •    H_ABS2 = H_ABS2 + ABS2;
149              H_PRES1 = H_PRES1 + PRES1;
150         •    H_PRES2 = H_PRES2 + PRES2;
151           END;
152           IF (SCHOOL EQ 012 OR SCHOOL EQ 062) THEN DO;
153              RTOTEL1 = RTOTEL1 + ELIG1;
154         •    RTOTEL2 = RTOTEL2 + ELIG2;
155              R_ABS1 = R_ABS1 + ABS1;
```

```
5         SAS(R) LOG   OS SAS 5.18           MVS/XA JOB EVOATT88 STEP SAST     PROC SAS                    8:45 THURSDAY, MAY 25, 1989

156           *     R_ABS2 = R_ABS2 + ABS2;
157                 R_PRES1 = R_PRES1 + PRES1;
158           *     R_PRES2 = R_PRES2 + PRES2;
159              END;
160
161              RETAIN HTOTEL1 H_ABS1 H_PRES1 0;
162              RETAIN RTOTEL1 R_ABS1 R_PRES1 0;
163              RETAIN SH_EL1 SH_AB1 SR_EL1 SR_AB1 0;
164              RETAIN SH_RAT1 SR_RAT1 0;
165              OUTPUT GETINFO;
166             *RETAIN HTOTEL1 HTOTEL2 H_ABS1 H_ABS2 H_PRES1 H_PRES2 0;
167             *RETAIN RTOTEL1 RTOTEL2 R_ABS1 R_ABS2 R_PRES1 R_PRES2 0;
168             *RETAIN SH_EL1 SH_AB1 SR_EL1 SR_AB1 SH_EL2 SH_AB2 SR_EL2 SR_AB2 0;
169             *RETAIN SH_RAT1 SH_RAT2 SR_RAT1 SR_RAT2 0;
170             *OUTPUT GETINFO;
171
172

NOTE: CHARACTER VALUES HAVE BEEN CONVERTED TO NUMERIC
      VALUES AT THE PLACES GIVEN BY: (LINE):(COLUMN).

      94:12  94:21  94:30  96:11  96:20  96:29

NOTE: DATA SET USER.GETINFO HAS 105 OBSERVATIONS AND 45 VARIABLES. 174 OBS/TRK.
NOTE: DATA SET USER.LASTONE HAS 58 OBSERVATIONS AND 45 VARIABLES. 174 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.38 SECONDS AND 776K.

172             PROC FREQ DATA = LASTONE;
173               FORMAT SCHOOL Z3.;
174          *    TABLES SH_EL1 SH_AB1 SR_EL1 SR_AB1 SH_EL2 SH_AB2 SR_EL2 SR_AB2
175          *      STATUS1 STATUS2 STATUS3 STATUS4 SH_RAT1 SH_RAT2 SR_RAT1 SR_RAT2;
176          *      TITLE2 'FREQ OF ELIGIBLE/ABSENT DAYS';
177               TABLES  SH_EL1 SH_AB1 SR_EL1 SR_AB1
178                 STATUS1 STATUS2 SH_RAT1 SR_RAT1;
179                 TITLE2 'FREQ OF ELIGIBLE/ABSENT DAYS';
180
181
NOTE: FOR TABLE LOCATION IN PRINT FILE, SEE
      PAGE 4 FOR SH_EL1
      PAGE 4 FOR SH_AB1
      PAGE 5 FOR SR_EL1
      PAGE 6 FOR SR_AB1
      PAGE 6 FOR STATUS1
      PAGE 6 FOR STATUS2
      PAGE 7 FOR SH_RAT1
      PAGE 8 FOR SR_RAT1
NOTE: THE PROCEDURE FREQ USED 0.39 SECONDS AND 1008K AND PRINTED PAGES 4 TO 8.

181             DATA FINALATT;
182                MERGE SCGC (IN = FILE1)
183                      GETINFO  (IN = FILE2);
184                BY STUID;
185                IF FILE1;
186

NOTE: DATA SET USER.FINALATT HAS 105 OBSERVATIONS AND 45 VARIABLES. 174 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.18 SECONDS AND 772K.
```

```
6          SAS(R) LOG   OS SAS 5.18           MVS/XA JOB EVOATT88 STEP SAST      PROC SAS                        8:45 THURSDAY, MAY 25, 1989

186              PROC PRINT DATA = FINALATT;
187
NOTE: THE PROCEDURE PRINT USED 1.24 SECONDS AND 824K AND PRINTED PAGES 9 TO 14.

188          PROC DELETE DATA=ATTF89 ATNDF89 GETINFO LASTONE;
189
190
NOTE: THE PROCEDURE DELETE USED 0.15 SECONDS AND 716K.

190             DATA ATTS89;
191                INFILE ATTS8889;
192                INPUT     STUID    $1-7
193                          GRADE    $8-9
194                          SCHOOL   10-12
195                          ELIG_1   $13-15
196                          ELIG_2   $16-18
197                          ELIG_3   $19-21
198                          ELIG_4   $22-24
199                          ELIG_5   $25-27
200                          ELIG_6   $28-30
201                          ABST_1   $31-33
202                          ABST_2   $34-36
203                          ABST_3   $37-39
204                          ABST_4   $40-42
205                          ABST_5   $43-45
206                          ABST_6   $46-48
207                          ELIG_A   $49-51
208                          ABST_A   $52-54
209                          START_D  $55-57
210                          END_D    $58-60;
211
212
213            *PROC FREQ DATA = ATTS89;
214            *    FORMAT SCHOOL Z3.;
215            *    TABLES GRADE SCHOOL;
216            *    TITLE2 'FREQ OF GRADES/SCHOOLS ON ATT8788';
217
218


NOTE: INFILE ATTS8889(0) IS:
      DSNAME=UCC.EV7ATT89.AT043089.G0001V00(0),
      UNIT=TAPE,VOL=SER=500047,DISP=OLD,
      DCB=(BLKSIZE=60,LRECL=60,RECFM=F)

NOTE: 73221 LINES WERE READ FROM INFILE ATTS8889(0).
NOTE: DATA SET USER.ATTS89 HAS 73221 OBSERVATIONS AND 19 VARIABLES. 680 OBS/TRK.
NOTE: THE DATA STATEMENT USED 37.11 SECONDS AND 724K.

218             DATA ATNDS89;
219                MERGE SCGC  (IN = FILE1)
220                      ATTS89 (IN = FILE2);
221                BY STUID;
222                IF FILE1;
223                IF START_D NE . ;
224

NOTE: CHARACTER VALUES HAVE BEEN CONVERTED TO NUMERIC
```

Attachment H-3
(Page 6 of 10)

```
7          SAS(R) LOG    OS SAS 5.18          MVS/XA JOB EVOATT88 STEP SAST      PROC SAS                         8:45 THURSDAY, MAY 25, 1989
      VALUES AT THE PLACES GIVEN BY: (LINE):(COLUMN).

      223:9

NOTE: DATA SET USER.ATNDS89 HAS 177 OBSERVATIONS AND 32 VARIABLES. 396 OBS/TRK.
NOTE: THE DATA STATEMENT USED 14.03 SECONDS AND 772K.

224             PROC SORT  DATA = ATNDS89;
225                BY LASTNAME; BY FSTNAME;
226                BY START_D;
227
228

NOTE: DATA SET USER.ATNDS89 HAS 177 OBSERVATIONS AND 32 VARIABLES. 396 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 0.35 SECONDS AND 1536K.

228             PROC PRINT DATA = ATNDS89;
229
230
NOTE: THE PROCEDURE PRINT USED 0.57 SECONDS AND 788K AND PRINTED PAGES 15 TO 18.

230             PROC SORT DATA = ATNDS89;
231               BY STUID; BY START_D;
232
233

NOTE: DATA SET USER.ATNDS89 HAS 177 OBSERVATIONS AND 32 VARIABLES. 396 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 0.34 SECONDS AND 1536K.

233            DATA GETINFO2 LASTONE2;
234              SET ATNDS89;  BY STUID;
235              IF SCHOOL EQ . THEN DELETE;
236             *ELIG1 = ELIG_1 + ELIG_2 + ELIG_3;
237              ELIG2 = ELIG_4 + ELIG_5; * + ELIG_6;
238             *ABS1 = ABST_1 + ABST_2 + ABST_3;
239              ABS2 = ABST_4 + ABST_5; * + ABST_6;
240             *PRES1 = ELIG1 - ABS1;
241              PRES2 = ELIG2 - ABS2;
242              IF FIRST.STUID THEN DO;
243             *  SH_EL1 = 0;  SH_AB1 = 0; SH_PRES1 = 0; SH_RAT1 = 0;
244             *  SR_EL1 = 0;  SR_AB1 = 0; SR_PRES1 = 0; SR_RAT1 = 0;
245                SH_EL2 = 0;  SH_AB2 = 0; SH_PRES2 = 0; SH_RAT2 = 0;
246                SR_EL2 = 0;  SR_AB2 = 0; SR_PRES2 = 0; SR_RAT2 = 0;
247              END;
248             *IF ((SCHOOL NE 012 AND SCHOOL NE 062) AND ELIG1 NE 0) THEN DO;
249             *    SH_EL1 = SH_EL1 + ELIG1;
250             *    SH_AB1 = SH_AB1 + ABS1;
251             *    SH_PRES1= SH_EL1 - SH_AB1;
252             *    SH_RAT1= INT (1000*(SH_PRES1/SH_EL1)) / 10;
253             *END;
254              IF ((SCHOOL NE 012 AND SCHOOL NE 062) AND ELIG2 NE 0) THEN DO;
255                  SH_EL2 = SH_EL2 + ELIG2;
256                  SH_AB2 = SH_AB2 + ABS2;
257                  SH_PRES2 = SH_EL2 - SH_AB2;
258                  SH_RAT2 = INT (1000*(SH_PRES2/SH_EL2)) / 10;
259              END;
260             *IF ((SCHOOL EQ 012 OR SCHOOL EQ 062) AND ELIG1 NE 0) THEN DO;
261             *    SR_EL1 = SR_EL1 + ELIG1;
```

```
262          *   SR_AB1 = SR_AB1 + ABS1;
263          *   SR_PRES1 = SR_EL1 - SR_AB1;
264          *   SR_RAT1 = INT (1000*(SR_PRES1/SR_EL1)) / 10;
265          *END;
266           IF ((SCHOOL EQ 012 OR SCHOOL EQ 062) AND ELIG2 NE 0) THEN DO;
267              SR_EL2 = SR_EL2 + ELIG2;
268              SR_AB2 = SR_AB2 + ABS2;
269              SR_PRES2 = SR_EL2 - SR_AB2;
270              SR_RAT2 = INT (1000*(SR_PRES2/SR_EL2)) / 10;
271           END;
272           IF LAST.STUID THEN DO;
273          *   IF SH_EL1 NE 0 AND SH_AB1 GT 5 THEN STATUS1 = 'U';
274          *   IF SR_EL1 NE 0 AND SR_AB1 GT 5 THEN STATUS2 = 'U';
275              IF SH_EL2 NE 0 AND SH_AB2 GT 5 THEN STATUS3 = 'U';
276              IF SR_EL2 NE 0 AND SR_AB2 GT 5 THEN STATUS4 = 'U';
277          *   IF SH_EL1 NE 0 AND SH_AB1 LT 6 THEN STATUS1 = 'A';
278          *   IF SR_EL1 NE 0 AND SR_AB1 LT 6 THEN STATUS2 = 'A';
279              IF SH_EL2 NE 0 AND SH_AB2 LT 6 THEN STATUS3 = 'A';
280              IF SR_EL2 NE 0 AND SR_AB2 LT 6 THEN STATUS4 = 'A';
281              OUTPUT LASTONE2;
282           END;
283
284           DROP ELIG_1 ELIG_2 ELIG_3 ELIG_4 ELIG_5 ELIG_6 ABST_1
285                ABST_2 ABST_3 ABST_4 ABST_5 ABST_6 ;
286           IF (SCHOOL NE 012 AND SCHOOL NE 062) THEN DO;
287          *   HTOTEL1 = HTOTEL1 + ELIG1;
288              HTOTEL2 = HTOTEL2 + ELIG2;
289          *   H_ABS1 = H_ABS1 + ABS1;
290              H_ABS2 = H_ABS2 + ABS2;
291          *   H_PRES1 = H_PRES1 + PRES1;
292              H_PRES2 = H_PRES2 + PRES2;
293           END;
294           IF (SCHOOL EQ 012 OR SCHOOL EQ 062) THEN DO;
295          *   RTOTEL1 = RTOTEL1 + ELIG1;
296              RTOTEL2 = RTOTEL2 + ELIG2;
297          *   R_ABS1 = R_ABS1 + ABS1;
298              R_ABS2 = R_ABS2 + ABS2;
299          *   R_PRES1 = R_PRES1 + PRES1;
300              R_PRES2 = R_PRES2 + PRES2;
301           END;
302
303           RETAIN HTOTEL2 H_ABS2 H_PRES2 0;
304           RETAIN RTOTEL2 R_ABS2 R_PRES2 0;
305           RETAIN SH_EL2 SH_AB2 SR_EL2 SR_AB2 0;
306           RETAIN SH_RAT2 SR_RAT2 0;
307           OUTPUT GETINFO2;
308          *RETAIN HTOTEL1 HTOTEL2 H_ABS1 H_ABS2 H_PRES1 H_PRES2 0;
309          *RETAIN RTOTEL1 RTOTEL2 R_ABS1 R_ABS2 R_PRES1 R_PRES2 0;
310          *RETAIN SH_EL1 SH_AB1 SR_EL1 SR_AB1 SH_EL2 SH_AB2 SR_EL2 SR_AB2 0;
311          *RETAIN SH_RAT1 SH_RAT2 SR_RAT1 SR_RAT2 0;
312          *OUTPUT GETINFO2;
313
314

NOTE: CHARACTER VALUES HAVE BEEN CONVERTED TO NUMERIC
      VALUES AT THE PLACES GIVEN BY: (LINE):(COLUMN).

      237:12   237:21   239:11   239:20
```

```
9          SAS(R) LOG   OS SAS 5.18          MVS/XA JOB EVOATT88 STEP SAST     PROC SAS                    8:45 THURSDAY, MAY 25, 1989

NOTE: DATA SET USER.GETINFO2 HAS 177 OBSERVATIONS AND 45 VARIABLES. 174 OBS/TRK.
NOTE: DATA SET USER.LASTONE2 HAS 58 OBSERVATIONS AND 45 VARIABLES. 174 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.37 SECONDS AND 776K.

314           PROC FREQ DATA = LASTONE2;
315             FORMAT SCHOOL Z3.;
316         *   TABLES SH_EL1 SH_AB1 SR_EL1 SR_AB1 SH_EL2 SH_AB2 SR_EL2 SR_AB2
317         *    STATUS1 STATUS2 STATUS3 STATUS4 SH_RAT1 SH_RAT2 SR_RAT1 SR_RAT2;
318         *   TITLE2 'FREQ OF ELIGIBLE/ABSENT DAYS';
319             TABLES SH_EL2 SH_AB2 SR_EL2 SR_AB2
320              STATUS3 STATUS4 SH_RAT2 SR_RAT2;
321             TITLE2 'FREQ OF ELIGIBLE/ABSENT DAYS';
322
323
NOTE: FOR TABLE LOCATION IN PRINT FILE, SEE
      PAGE 19 FOR SH_EL2
      PAGE 19 FOR SH_AB2
      PAGE 20 FOR SR_EL2
      PAGE 20 FOR SR_AB2
      PAGE 20 FOR STATUS3
      PAGE 20 FOR STATUS4
      PAGE 21 FOR SH_RAT2
      PAGE 22 FOR SR_RAT2
NOTE: THE PROCEDURE FREQ USED 0.31 SECONDS AND 1008K AND PRINTED PAGES 19 TO 22.

323           DATA FIN_ATT;
324              MERGE SCGC (IN = FILE1)
325                    GETINFO2 (IN = FILE2);
326              BY STUID;
327              IF FILE1;
328

NOTE: DATA SET USER.FIN_ATT HAS 177 OBSERVATIONS AND 45 VARIABLES. 174 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.20 SECONDS AND 772K.

328            PROC PRINT DATA = FIN_ATT;
329           ;
330
NOTE: THE PROCEDURE PRINT USED 2.03 SECONDS AND 824K AND PRINTED PAGES 23 TO 32.

330           DATA VRFINAL; SET FINALATT;
331           BY STUID;
332           IF LAST.STUID THEN OUTPUT;
333           KEEP STUID SR_RAT1;
334           ;
335

NOTE: DATA SET USER.VRFINAL HAS 58 OBSERVATIONS AND 2 VARIABLES. 2470 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.15 SECONDS AND 748K.

335           DATA VRFINATT; SET FIN_ATT;
336           BY STUID;
337           IF LAST.STUID THEN OUTPUT;
338           KEEP STUID SH_RAT2;
339           ;
340
```

173

Attachment H-3
(Page 9 of 10)

```
NOTE: DATA SET USER.VRFINATT HAS 58 OBSERVATIONS AND 2 VARIABLES. 2470 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.17 SECONDS AND 748K.

340          DATA VRFINAL; MERGE VRFINAL(IN=A) VRFINATT(IN=B);
341          BY STUID;
342          CODE = SH_RAT2 - SR_RAT1;
343          IF CODE GE 5 THEN STATUS = 'IMPROVED  ';
344          IF CODE GT -5.0 AND CODE LT 5.0 THEN STATUS = 'NO CHANGE';
345          IF CODE LE -5.0 THEN STATUS = 'WORSE';
346
347

NOTE: DATA SET USER.VRFINAL HAS 58 OBSERVATIONS AND 5 VARIABLES. 1042 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.13 SECONDS AND 772K.

347          PROC PRINT DATA=VRFINAL;
348          TITLE1 'DATA USED IN THE PROC FREQ TO DETERMINE STATUS';
349          ;
350
NOTE: THE PROCEDURE PRINT USED 0.19 SECONDS AND 780K AND PRINTED PAGES 33 TO 34.

350          PROC FREQ DATA=VRFINAL;
351          TABLES STATUS;
352          TITLE1 'FREQ OF STATUS';
353          ;
354
NOTE: THE PROCEDURE FREQ USED 0.16 SECONDS AND 992K AND PRINTED PAGE 35.

354          PROC DELETE DATA = FINALATT FIN_ATT;
355
NOTE: THE PROCEDURE DELETE USED 0.12 SECONDS AND 716K.

355          PROC DELETE DATA = GETINFO GETINFO2;
356
WARNING: DATA SET USER.GETINFO NOT FOUND.
NOTE: THE PROCEDURE DELETE USED 0.12 SECONDS AND 716K.

356          PROC DELETE DATA = ATND8788  ATND8889;
357
WARNING: DATA SET USER.ATND8788 NOT FOUND.
WARNING: DATA SET USER.ATND8889 NOT FOUND.
NOTE: THE PROCEDURE DELETE USED 0.12 SECONDS AND 716K.

357          PROC DELETE DATA = SCGC;
358         *PROC DELETE DATA = TEST87 TEST88;
359
NOTE: THE PROCEDURE DELETE USED 0.12 SECONDS AND 716K.

359          PROC DELETE DATA =  ATT88 ATT89;
WARNING: DATA SET USER.ATT88 NOT FOUND.
WARNING: DATA SET USER.ATT89 NOT FOUND.
NOTE: THE PROCEDURE DELETE USED 0.12 SECONDS AND 716K.

NOTE: SAS INSTITUTE INC.
      SAS CIRCLE
      PO BOX 8000
      CARY, N.C. 27512-8000
```

Attachment H-4

```
                          FREQ OF STATUS                                     9:04 MONDAY, MAY 8, 1

                                             CUMULATIVE   CUMULATIVE
   STATUS      FREQUENCY    PERCENT     FREQUENCY     PERCENT
   ---------------------------------------------------------------
   IMPROVED           51       43.2            51        43.2
   NO CHANGE          41       34.7            92        78.0
   WORSE              26       22.0           118       100.0
```

Spring '88

Attendance

```
                          FREQ OF STATUS                                    15:49 MONDAY, MAY 15, 19

                                             CUMULATIVE   CUMULATIVE
   STATUS      FREQUENCY    PERCENT     FREQUENCY     PERCENT
   ---------------------------------------------------------------
   IMPROVED           11       19.0            11        19.0
   NO CHANGE          13       22.4            24        41.4
   WORSE              34       58.6            58       100.0
```

Fall '88

Attendance

```
                AUSTIN INDEPENDENT SCHOOL DISTRICT                      10:51 TUESDAY, JUNE 6, 198
                OFFICE OF RESEARCH AND EVALUATION
                             SG$002
                      TWELVE WEEK FOLLOW UP

                                           CUMULATIVE   CUMULATIVE
   STATUS    FREQUENCY    PERCENT     FREQUENCY     PERCENT
   -------------------------------------------------------------
   DROP             60       51.3            60        51.3
   GAIN             31       26.5            91        77.8
   SAME             26       22.2           117       100.0
```

Spring '88

Grades

```
                AUSTIN INDEPENDENT SCHOOL DISTRICT                    10:31 WEDNESDAY, JUNE 7, 1989
                OFFICE OF RESEARCH AND EVALUATION
                             SG$002F
                      TWELVE WEEK FOLLOW UP

                                           CUMULATIVE   CUMULATIVE
   STATUS    FREQUENCY    PERCENT     FREQUENCY     PERCENT
   -------------------------------------------------------------
   DROP             36       57.1            36        57.1
   GAIN             14       22.2            50        79.4
   SAME             13       20.6            63       100.0
```

Fall '88

Grades

SCGC

APPENDIX I

Interviews

APPENDIX I

Interviews

Procedure

The three Project Specialists were interviewed by the ORE Evaluation Associate at the end of May, 1989 (see Attachment I-1). Their comments, along with those of their supervisor, the Rice staff psychologist, were incorporated into the Final Report (ORE Pub. No. 88.24, p. 8). The Rice principal (see Attachment I-2) limited her comments to the following points:

- The grant is an essential part of the alternative school program, and
- She is satisfied with the structure of the program as it exists at this time.

SCGC INTERVIEWS 1988-89
PROJECT SPECIALIST

What were your main duties in the SCGC program this year?

How do you think, from your unique vantage point as Project Specialist, that participation in the SCGC program affected students?

Suppose I was present during one of your group/individual sessions. What would I see happening?
What new approaches/ideas did you try out in the counseling program this year? Of these, which ones will you try again next year?

What students are most likely to seek you out? Least likely? How do you reach these?

Now I'd like to ask you about your recommendations for the role of Project Specialists next year. How could SCGC be more effective? Any plans in that direction? What activities would you like to spend more time on? Less time?

How has neighborhood gang membership affected school climate this year compared to last year? What are your recommendations for improving the situation?

Looking back over the year, could you estimate for me about what percentage of your time you have spent working with these groups: Students? Teachers? Parents? Community agencies?

Have any problems or events occurred this year that may impact your effectiveness in meeting District goals?

Attachment I-2

SCGC INTERVIEWS 1988-89
PRINCIPAL, RICE SECONDARY SCHOOL

What was your role in the SCGC program this year?

How do you think, from your unique vantage point as principal, that participation in the SCGC program at Rice benefits students?

What guidelines were given to the schools this year in referring students to Rice? How do they differ from last year's guidelines?

How has the rise of neighborhood gangs affected school climate this year? Compared to last year? What are your recommendations for improving the situation?

Based on your experience this year, what would you say are the strengths of the program? The areas in need of improvement?

What do you think is the unique contribution of Project Specialists to the program? What facets of their work should be emphasized more? Should be deemphasized?

What changes have you made in the program this year? Now I'd like to as you about your recommendations for the program next year. What would you recommend changing? What plans have been made in this direction thus far?

The last question is intentionally vague so that you can respond in any way that makes sense to you. What difference has this program made to AISD overall? In other words, if you were asked to report to the School Board regarding continuation of the alternative school concept, what would you tell them about Rice's contributions and value?

88.25

SCGC

APPENDIX J

Surveys

131

APPENDIX J

Surveys

Procedure

Student Survey. About one-third of Rice high school students (N=21) were surveyed in November, 1988, as part of the annual district-wide student survey. A response summary for each of the five questions appears in Attachment J-1.

Employee Survey. Four questions about Rice Secondary School (the School-Community Guidance Center) were included in the spring employee survey of AISD professionals, administrators, and teachers. Valid return rates varied from 67% to 92%. Results are presented in Attachment J-2.

31. I WANT TO STAY ANOTHER SEMESTER AT RICE.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
9TH GRADE	12	1 8.3%	1 8.3%	3 25.0%	2 16.7%	5 41.7%
10TH GRADE	6	0 0.0%	0 0.0%	0 0.0%	1 16.7%	5 83.3%
11TH GRADE	3	0 0.0%	0 0.0%	1 33.3%	0 0.0%	2 66.7%
TOTAL	21	1 4.8%	1 4.8%	4 19.0%	3 14.3%	12 57.1%

32. MY BEHAVIOR IS BETTER THAN LAST YEAR NOW THAT I AM AT RICE.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
9TH GRADE	12	2 16.7%	5 41.7%	4 33.3%	1 8.3%	0 0.0%
10TH GRADE	6	3 50.0%	1 16.7%	1 16.7%	1 16.7%	0 0.0%
11TH GRADE	3	1 33.3%	1 33.3%	1 33.3%	0 0.0%	0 0.0%
TOTAL	21	6 28.6%	7 33.3%	6 28.6%	2 9.5%	0 0.0%

Attachment J-1
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

RESPONSE SUMMARY FOR FALL, 1988 STUDENT SURVEY - SCGC

012 RICE

33. I FEEL MORE CONFIDENT ABOUT STAYING IN SCHOOL THROUGH GRADUATION NOW THAT I AM AT RICE.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
9TH GRADE	12	5 41.7%	5 41.7%	1 8.3%	1 8.3%	0 0.0%
10TH GRADE	5	1 20.0%	2 40.0%	2 40.0%	0 0.0%	0 0.0%
11TH GRADE	3	1 33.3%	1 33.3%	1 33.3%	0 0.0%	0 0.0%
TOTAL	20	7 35.0%	8 40.0%	4 20.0%	1 5.0%	0 0.0%

34. COMPARED TO MY HOME SCHOOL, COUNSELORS AT RICE PAY MORE ATTENTION TO ME AS A PERSON.
A. STRONGLY AGREE C. NEUTRAL E. STRONGLY DISAGREE
B. AGREE D. DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
9TH GRADE	12	1 8.3%	4 33.3%	4 33.3%	1 8.3%	2 16.7%
10TH GRADE	6	2 33.3%	1 16.7%	1 16.7%	1 16.7%	1 16.7%
11TH GRADE	3	0 0.0%	1 33.3%	1 33.3%	1 33.3%	0 0.0%
TOTAL	21	3 14.3%	6 28.6%	6 28.6%	3 14.3%	3 14.3%

APPENDIX J - 4

Attachment J-1
(Page 2 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

012 RICE

RESPONSE SUMMARY FOR FALL, 1988 STUDENT SURVEY - SCGC

35. TEACHERS AT RICE HAVE HELPED ME TO IMPROVE MY GRADES.

A. STRONGLY AGREE
B. AGREE
C. NEUTRAL
D. DISAGREE
E. STRONGLY DISAGREE

	NUMBER OF RESPONSES	A	B	C	D	E
9TH GRADE	12	4 33.3%	5 41.7%	2 16.7%	1 8.3%	0 0.0%
10TH GRADE	6	3 50.0%	2 33.3%	1 16.7%	0 0.0%	0 0.0%
11TH GRADE	3	0 0.0%	2 66.7%	0 0.0%	0 0.0%	1 33.3%
TOTAL	21	7 33.3%	9 42.9%	3 14.3%	1 4.8%	1 4.8%

76% agree
10% disagree
14% N

Attachment J-1
(Page 3 of 3)

88.25

APPENDIX J - 6

PROGRAM: SV$EMO19

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

04/28/89

SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
SCGC

102. THE PROGRAM AT RICE WAS BENEFICIAL IN PREPARING STUDENTS TO RETURN TO OUR CAMPUS.

A. STRONGLY AGREE	D. DISAGREE
B. AGREE	E. STRONGLY DISAGREE
C. NEUTRAL	F. DON'T KNOW

NUMBER OF PEOPLE SAMPLED

SENT	RETURNED	INVALID/BLANK	VALID
290	271	16	255

	NUMBER OF RESPONSES	A	B	C	D	E	F
TEACHERS							
SECONDARY	218	11	33	66	27	20	61
		5.0%	15.1%	30.3%	12.4%	9.2%	28.0%
HIGH SCHOOL	123	5	13	40	16	16	33
		4.1%	10.6%	32.5%	13.0%	13.0%	26.8%
MIDDLE/JUNIOR HIGH	95	6	20	26	11	4	28
		6.3%	21.1%	27.4%	11.6%	4.2%	29.5%
OTHER PROFESSIONALS							
CAMPUS	23	1	7	7	6	2	0
		4.3%	30.4%	30.4%	26.1%	8.7%	0.0%
ADMINISTRATORS							
CAMPUS	14	2	6	1	3	2	0
		14.3%	42.9%	7.1%	21.4%	14.3%	0.0%
TOTALS							
TEACHERS	218	11	33	66	27	20	61
		5.0%	15.1%	30.3%	12.4%	9.2%	28.0%
OTHER PROFESSIONALS	23	1	7	7	6	2	0
		4.3%	30.4%	30.4%	26.1%	8.7%	0.0%
ADMINISTRATORS	14	2	6	1	3	2	0
		14.3%	42.9%	7.1%	21.4%	14.3%	0.0%
N=255		5%	18%	29%	14%	9%	24%

23% agree.

53% neutral/DK

23% disagree

Attachment J-2
(Page 1 of 7)

PROGRAM: SV$EMO19

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

04/28/89

SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
SCGC

101. WHAT SPECIAL ATTENTION OR SERVICES ARE YOU PROVIDING TO RICE STUDENTS ENTERING YOUR CAMPUS SPRING SEMESTER? (CHOOSE ALL THAT APPLY.)

NUMBER OF PEOPLE SAMPLED			
SENT	RETURNED	INVALID/BLANK	VALID
318	308	94	214

A. NO RICE STUDENTS
B. TOUR OF THE SCHOOL
C. SPECIAL ORIENTATION WITH COUNSELORS AND ADMINISTRATORS
D. DISCUSSION AT FACULTY MEETING ABOUT PROGRAM
E. LUNCH WITH STUDENTS
F. GROUP COUNSELING
G. EXTRA INDIVIDUAL COUNSELING
H. UNIQUE COURSE ASSIGNMENT
I. SCHEDULING OF ONE OR MORE CLASSES WITH OTHER RICE STUDENTS
J. COORDINATED VOCATIONAL AND ACADEMIC EDUCATION (CVAE)
K. COMMUNITY IN SCHOOLS PROGRAM
L. STUDENT PAL ASSIGNMENT
M. ADULT MENTOR
N. WINGS INTERVENTION SPECIALISTS

	NUMBER OF RESPONSES	A	B	C	D	E	F	G	H	I	J	K	L	M	N
TEACHERS															
SECONDARY	292	80	18	37	16	9	17	26	12	4	14	10	17	9	23
HIGH SCHOOL	190	43	14	25	13	7	10	13	5	3	11	8	11	6	21
MIDDLE/JUNIOR HIGH	102	37	4	12	3	2	7	13	7	1	3	2	6	3	2
OTHER PROFESSIONALS															
CAMPUS	66	3	4	5	2	2	6	9	10	2	4	4	5	4	6
ADMINISTRATORS															
CAMPUS	141	2	11	21	9	5	10	15	12	4	8	8	17	9	10
TOTALS															
TEACHERS	292	80	18	37	16	9	17	26	12	4	14	10	17	9	23
OTHER PROFESSIONALS	66	3	4	5	2	2	6	9	10	2	4	4	5	4	6
ADMINISTRATORS	141	2	11	21	9	5	10	15	12	4	8	8	17	9	10
		85	33	63	27	16	33	50	34	10	26	22	39	[illegible]	39
N=477		17.8	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]		1	[illegible]	2	[illegible]	13	[illegible]	3	[illegible]	15	[illegible]	[illegible]	[illegible]	10.5	[illegible]

```
PROGRAM: SV$EMO19                 AUSTIN INDEPENDENT SCHOOL DISTRICT                          04/28/89
                                DEPARTMENT OF MANAGEMENT INFORMATION
                                  OFFICE OF RESEARCH AND EVALUATION

                            SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
                                              SCGC

100.STUDENTS WHO HAVE RETURNED TO THIS CAMPUS FROM                           NUMBER OF PEOPLE SAMPLED
    RICE ARE LESS DISRUPTIVE NOW THAN THEY WERE BEFORE                 SENT  RETURNED  INVALID/BLANK  VALID
    THEIR REASSIGNMENT.                                                 306     296         15          281
    A. STRONGLY AGREE       D. DISAGREE
    B. AGREE                E. STRONGLY DISAGREE
    C. NEUTRAL              F. DON'T KNOW

                            NUMBER OF
                            RESPONSES     A      B      C      D      E      F

TEACHERS
  SECONDARY                    244        8     24     62     52     16     82
                                       3.3%   9.8%  25.4%  21.3%   6.6%  33.6%
    HIGH SCHOOL                145        4     15     39     30      7     50
                                       2.8%  10.3%  26.9%  20.7%   4.8%  34.5%
    MIDDLE/JUNIOR HIGH          99        4      9     23     22      9     32
                                       4.0%   9.1%  23.2%  22.2%   9.1%  32.3%
OTHER PROFESSIONALS
  CAMPUS                        22        1      8      8      4      1      0
                                       4.5%  36.4%  36.4%  18.2%   4.5%   0.0%
ADMINISTRATORS
  CAMPUS                        15        2      2      3      4      4      0
                                      13.3%  13.3%  20.0%  26.7%  26.7%   0.0%
TOTALS
  TEACHERS                     244        8     24     62     52     16     82
                                       3.3%   9.8%  25.4%  21.3%   6.6%  33.6%
  OTHER PROFESSIONALS           22        1      8      8      4      1      0
                                       4.5%  36.4%  36.4%  18.2%   4.5%   0.0%
  ADMINISTRATORS                15        2      2      3      4      4      0
                                      13.3%  13.3%  20.0%  26.7%  26.7%   0.0%
```

11 34 73 60 21 82

N=281 4% 12% [illegible] 21% 7% 29%

16% agree

55% neutral / DK

28% disagree

Attachment J-2
(Page 3 of 7)

```
PROGRAM: SV$EM019                    AUSTIN INDEPENDENT SCHOOL DISTRICT                         04/28/89
                                   DEPARTMENT OF MANAGEMENT INFORMATION
                                     OFFICE OF RESEARCH AND EVALUATION

                              SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
                                                 SCGC

 99.STUDENTS WHO HAVE RETURNED TO THIS CAMPUS FROM RICE                          NUMBER OF PEOPLE SAMPLED
    HAVE A MORE POSITIVE OUTLOOK ABOUT SELF AND SCHOOL                   SENT  RETURNED  INVALID/BLANK  VALID
    NOW THAN BEFORE THEY WENT.                                            295    286          18          268
    A. STRONGLY AGREE      D. DISAGREE
    B. AGREE               E. STRONGLY DISAGREE
    C. NEUTRAL             F. DON'T KNOW

                           NUMBER OF
                           RESPONSES     A      B      C      D      E      F

TEACHERS
  SECONDARY                    226      1     23     73     43     24     62
                                     0.4%  10.2%  32.3%  19.0%  10.6%  27.4%
    HIGH SCHOOL                110      1     10     37     16      7     39
                                     0.9%   9.1%  33.6%  14.5%   6.4%  35.5%
    MIDDLE/JUNIOR HIGH         116      0     13     36     27     17     23
                                     0.0%  11.2%  31.0%  23.3%  14.7%  19.8%
OTHER PROFESSIONALS
  CAMPUS                        19      1      6      7      4      1      0
                                     5.3%  31.6%  36.8%  21.1%   5.3%   0.0%
ADMINISTRATORS
  CAMPUS                        23      0      8      2     11      0      2
                                     0.0%  34.8%   8.7%  47.8%   0.0%   8.7%
TOTALS
  TEACHERS                     226      1     23     73     43     24     62
                                     0.4%  10.2%  32.3%  19.0%  10.6%  27.4%
  OTHER PROFESSIONALS           19      1      6      7      4      1      0
                                     5.3%  31.6%  36.8%  21.1%   5.3%   0.0%
  ADMINISTRATORS                23      0      8      2     11      0      2
                                     0.0%  34.8%   8.7%  47.8%   0.0%   8.7%
```

2 37 82 58 25 64

N = 268 1% 14% 31% 22% 9% 24%

15% agree

55% neutral/DK

31% disagree

PROGRAM: SV$EM020

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

04/28/89

SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
SCGC

102. THE PROGRAM AT RICE WAS BENEFICIAL IN PREPARING STUDENTS TO RETURN TO OUR CAMPUS.

A. STRONGLY AGREE	D. DISAGREE
B. AGREE	E. STRONGLY DISAGREE
C. NEUTRAL	F. DON'T KNOW

	NUMBER OF PEOPLE SAMPLED			
	SENT	RETURNED	INVALID/BLANK	VALID
TEACHERS				
SECONDARY	248	232	14	218
HIGH SCHOOL	143	130	7	123
MIDDLE/JUNIOR HIGH	105	102	7	95
OTHER PROFESSIONALS				
CAMPUS	25	24	1	23
ADMINISTRATORS				
CAMPUS	17	15	1	14
TOTALS				
TEACHERS	248	232	14	218
OTHER PROFESSIONALS	25	24	1	23
ADMINISTRATORS	17	15	1	14
	290			255

88%

N=290

```
PROGRAM. SV$EM020                AUSTIN INDEPENDENT SCHOOL DISTRICT                                04/28/89
                                 DEPARTMENT OF MANAGEMENT INFORMATION
                                 OFFICE OF RESEARCH AND EVALUATION

                            SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
                                             SCGC


101.WHAT SPECIAL ATTENTION OR SERVICES ARE YOU PROVID-
    ING TO RICE STUDENTS ENTERING YOUR CAMPUS SPRING
    SEMESTER?  (CHOOSE ALL THAT APPLY.)
    A. NO RICE STUDENTS
    B. TOUR OF THE SCHOOL
    C. SPECIAL ORIENTATION WITH COUNSELORS AND ADMINIS-
       TRATORS
    D. DISCUSSION AT FACULTY MEETING ABOUT PROGRAM
    E. LUNCH WITH STUDENTS
    F. GROUP COUNSELING
    G. EXTRA INDIVIDUAL COUNSELING
    H. UNIQUE COURSE ASSIGNMENT
    I. SCHEDULING OF ONE OR MORE CLASSES WITH OTHER RICE
       STUDENTS
    J. COORDINATED VOCATIONAL AND ACADEMIC EDUCATION
       (CVAE)
    K. COMMUNITY IN SCHOOLS PROGRAM
    L. STUDENT PAL ASSIGNMENT
    M. ADULT MENTOR
    N. WINGS INTERVENTION SPECIALISTS

                                      NUMBER OF PEOPLE SAMPLED
                               SENT      RETURNED     INVALID/BLANK    VALID

TEACHERS
  SECONDARY                    265         257            90            167
    HIGH SCHOOL                149         144            49             95
    MIDDLE/JUNIOR HIGH         116         113            41             72
OTHER PROFESSIONALS
  CAMPUS                        21          20             2             18
ADMINISTRATORS
  CAMPUS                        32          31             2             29
TOTALS
  TEACHERS                     265         257            90            167
  OTHER PROFESSIONALS           21          20             2             18
  ADMINISTRATORS                32          31             2             29
                               318                                      214    67%
```

PROGRAM: SV$EM020

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

04/28/89

SPRING, 1989 EMPLOYEE SURVEY RESPONSE SUMMARY -
SCGC

valid return rate
varied from 92% to 6[illegible]%

99. STUDENTS WHO HAVE RETURNED TO THIS CAMPUS FROM RICE HAVE A MORE POSITIVE OUTLOOK ABOUT SELF AND SCHOOL NOW THAN BEFORE THEY WENT.

A. STRONGLY AGREE D. DISAGREE
B. AGREE E. STRONGLY DISAGREE
C. NEUTRAL F. DON'T KNOW

	NUMBER OF PEOPLE SAMPLED			
	SENT	RETURNED	INVALID/BLANK	VALID
TEACHERS				
SECONDARY	251	243	17	226
HIGH SCHOOL	127	121	11	110
MIDDLE/JUNIOR HIGH	124	122	6	116
OTHER PROFESSIONALS				
CAMPUS	21	20	1	19
ADMINISTRATORS				
CAMPUS	23	23	0	23
TOTALS				
TEACHERS	251	243	17	226
OTHER PROFESSIONALS	21	20	1	19
ADMINISTRATORS	23	23	0	23
	295			268 91%

100. STUDENTS WHO HAVE RETURNED TO THIS CAMPUS FROM RICE ARE LESS DISRUPTIVE NOW THAN THEY WERE BEFORE THEIR REASSIGNMENT.

A. STRONGLY AGREE D. DISAGREE
B. AGREE E. STRONGLY DISAGREE
C. NEUTRAL F. DON'T KNOW

	NUMBER OF PEOPLE SAMPLED			
	SENT	RETURNED	INVALID/BLANK	VALID
TEACHERS				
SECONDARY	267	258	14	244
HIGH SCHOOL	159	152	7	145
MIDDLE/JUNIOR HIGH	108	106	7	99
OTHER PROFESSIONALS				
CAMPUS	23	23	1	22
ADMINISTRATORS				
CAMPUS	16	15	0	15
TOTALS				
TEACHERS	267	258	14	244
OTHER PROFESSIONALS	23	23	1	22
ADMINISTRATORS	16	15	0	15
	[illegible]			281 92%

88.25

SCGC

APPENDIX K

Summer School

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APPENDIX K

Summer School

Procedure

The number of Project Specialists hired for summer school varies each year according to the level of funding available. Usually there are at least three; one person is assigned to Gardner House, and two to summer school campuses. For 1988-89, Project Specialists served at Martin Junior High, Austin High School, and Gardner House.

At the beginning of summer school, each Project Specialist received a set of activity logs (see Attachment K-1) with a cover memo explaining how to use them (see Attachment K-2). The log format was created by the SCGC programmer using SW$SSLOG in library ORSDIS (see Attachment K-3). Program SW$SSFIL created the data file (SW@SS89) by transferring student names, ID numbers, sex, and ethnicity from the District's summer school enrollment roster; it is included as Attachment K-4. At the end of the summer, the codes for each student were totalled, then manually entered into the data file.

APPENDIX K - 3

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT AND INFORMATION
OFFICE OF RESEARCH AND EVALUATION

06/15/89

SCGC ACTIVITY LOG - SUMMER 1989

SCHOOL : MCCALLUM SR HI

SPECIALIST: ______________________

INSTRUCTIONS: THIS IS A LISTING OF SUMMER SCHOOL STUDENTS. MARK THE NUMBER OF TIMES (IF ANY) A CALL IS MADE FOR A STUDENT ON THE GIVEN DATES. LEAVE BLANK IF NO CALL IS MADE. ADDITIONAL DATA COLLECTION REQUIREMENTS AND CODES ARE DESCRIBED IN THE ATTACHED MEMO.
WHEN COMPLETED PLEASE SEND THIS LOG SHEET THROUGH THE SCHOOL MAIL TO LESLEY SWANSON, ADMINISTRATION BUILDING, BOX 79. THANK YOU.

		JUNE															JULY																		
STUDENT	ID #	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	3	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28

Attachment K-1

88.25

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

Attachment K-2

June 16, 1989

TO: Anna Gorena, Austin High
Toni Williams, Martin

FROM: Lesley Swanson LS

THROUGH: Nancy Baenen NB

SUBJECT: Summer School Activity Logs

As a School Community Guidance Center Project Specialist, you are required to furnish the Office of Research and Evaluation with information about each student you have contact with this summer.

You are required to record grade, ethnicity, sex and home school for each student. It is suggested that the blocks for the first and second day be used to record grade and ethnicity. Each contact with a student and/or parent must be recorded. Please use the following codes:

C = phone call to parents

S = direct contact with student

AV = home visit

P = parent contact at school

H = Hispanic

B = Black

O = Other

When you return the completed activity log at the end of the summer, please include a list of any additional codes used and an explanation for each.

We greatly appreciate your help and cooperation in keeping accurate records and meeting the objectives of this program. If you have any questions, please call me at 458-1227.

cc: Elgin Schilhab
Glenn Nolley

Approved: ______________________
Executive Director
Department of Management Information

207

memoproj

88.25

Attachment K-3
(Page 1 of 7)

```
MEMBER NAME  SW$SSLOG
SUMMER SCHOOL LOG
8/22/89
       IDENTIFICATION DIVISION.
       PROGRAM-ID. LF-ASIST.
       AUTHOR. JOHN FRY.
       DATE-WRITTEN.  JUNE 1986.
       DATE-COMPILED.
       REMARKS. THIS PROGRAM PRINTS ROSTERS OF SUMMER SCHOOL STUDENTS
                IN A SCGC ACTIVITY LOG. DATES AND MONTHS ARE GOTTEN
                FROM A CONTROL CARD IN JCL.
                THESE ARE PRINTED BY SCHOOL, BY STUDENT ALPHABETICALLY-
                WITH PAGE BREAK AT EACH SCHOOL.
                JCL: LF#ASIST.

                ** NOTE ** BE SURE TO CHECK CONTROL CARD BEFORE RUNNING.
                ** IF MONTHS IN CONTROL-CARD-1 ARE THREE, THEY MUST BE
                   HARD CODED.
                ** ALWAYS CHECK DETAIL-1 IN WS AND 315-INITL-PRINT-LIN.
       ENVIRONMENT DIVISION.
       CONFIGURATION SECTION.
       SOURCE-COMPUTER. IBM-4341.
       OBJECT-COMPUTER. IBM-4341.
       SPECIAL-NAMES.
           C01 IS CHANNEL-1.

       INPUT-OUTPUT SECTION.
       FILE-CONTROL.
           SELECT SUMMST ASSIGN TO SUMMFL
               ORGANIZATION IS INDEXED
               ACCESS MODE IS SEQUENTIAL
               RECORD KEY IS SUM-KEY
               FILE STATUS IS ASTATUS.

           SELECT GRDMST ASSIGN TO SGRFIL
               ORGANIZATION IS INDEXED
               ACCESS MODE IS RANDOM
               RECORD KEY IS GRD-REPT-KEY
               FILE STATUS IS ASTATUS.

           SELECT PRINT-FILE ASSIGN TO SYSPRINT.

           SELECT SORT-FILE ASSIGN TO 2 SORTWK.

       DATA DIVISION.
       FILE SECTION.
       FD  PRINT-FILE
           LABEL RECORDS ARE OMITTED.
       01  OUT-REC                 PIC X(133).

       FD  SUMMST
           LABEL RECORDS ARE STANDARD
           BLOCK CONTAINS 0 RECORDS.
       01  SUM-REC     COPY   SUMFLCP.

       FD  GRDMST
           LABEL RECORDS ARE STANDARD
           BLOCK CONTAINS 0 RECORDS.
       01  SGR-REC      COPY   SGRFIL.


       SD  SORT-FILE
       01  SORT-REC.
           02  SRT-SCHOOL             PIC X(3).
           02  SRT-GRADE              PIC X(2).
           02  SRT-NAME               PIC X(27).
           02  SRT-ID                 PIC X(7).
           02  SRT-SEX                PIC X.
           02  SRT-ETHNIC             PIC X.

       WORKING-STORAGE SECTION.
       01  SRT-OPT PIC X(24) VALUE 'OPTION SORTWK=(003,004) '.

       01  WS-SWITCHES.
           05  WS-STU-SWITCH       PIC X(3).
             88  END-FILE-STU      VALUE 'YES'.
             88  NOT-END-FILE-STU VALUE 'NO '.
           05  WS-SORT-SWITCH      PIC X(3).
             88  END-FILE-SORT     VALUE 'YES'.
             88  NOT-END-FILE-SORT VALUE 'NO '.
```

```
    05  WS-RECORD-SWITCH   PIC X(3).
      88  INVALID-RECORD   VALUE 'NO '.
      88  VALID-RECORD     VALUE 'YES'.
    05  WS-READ-SWITCH     PIC X(3)  VALUE 'YES'.
      88  FIRST-READ       VALUE 'YES'.

01  WS-COUNTERS.
    05  WS-STU-READ        PIC 9(6)  VALUE 0  COMP.
    05  WS-STU-ACCEPTED    PIC 9(6)  VALUE 0  COMP.
    05  WS-SORT-RELEASED   PIC 9(6)  VALUE 0  COMP.
    05  WS-SORT-RETURNED   PIC 9(6)  VALUE 0  COMP.

01  WS-MISC.
    05  HOLD-SCHOOL        PIC X(3)  VALUE '000'.
    05  HOLD-GRADE         PIC X(2)  VALUE '00'.
    05  LINE-COUNT         PIC S9(2) VALUE +60  COMP.
    05  ASTATUS            PIC X(2)   VALUE '00'.

01  WS-SUBSCRIPTS.
    05  S1                 PIC 9(2).

01  CONTROL-CARD.
    05  C-6-WEEKS          PIC X(3).

01  CONTROL-CARD-1.
    05  MONTHS-CONTROL OCCURS 34 TIMES.
      07  CONTROL-MONTHS   PIC X(2).

01  CONTROL-CARD-2.
    05  CONTROL-DATES OCCURS 34 TIMES.
      07  CONTROL-DAY      PIC X(2).

01  NUMBER-TABLE.
    05  FILLER      PIC X(60) VALUE ' 1.    2.    3.    4.    5.
-       '  6.    7.    8.    9.   10.   '.
01  TABLE-NUMBER REDEFINES NUMBER-TABLE.
    05  FILLER OCCURS 20 TIMES.
       07  REA-NUM           PIC X(3).

01  UNDER-LINE.
    05  FILLER               PIC X(133) VALUE ALL '_'.

01  HEAD-1.
    05  FILLER      PIC X(50)   VALUE SPACES.
    05  FILLER      PIC X(66)   VALUE
        'AUSTIN INDEPENDENT SCHOOL DISTRICT'.
    05  FILLER      PIC X(20)   VALUE 'SW$SSLOG      '.
01  HEAD-2.
    05  FILLER      PIC X(47)   VALUE SPACES.
    05  FILLER      PIC X(69)   VALUE 'DEPARTMENT OF MANAGEMENT A
-       'ND INFORMATION'.
    05  NOWDATE     PIC X(20).
01  HEAD-3.
    05  FILLER      PIC X(50)   VALUE SPACES.
    05  FILLER      PIC X(53)   VALUE 'OFFICE OF RESEARCH AND EVA
-       'LUATION'.
01  HEAD-4.
    05  FILLER      PIC X(51)   VALUE SPACES.
    05  FILLER      PIC X(40)   VALUE
        'SCGC ACTIVITY LOG - SUMMER 1989'.

01  LAST-1.
    02  FILLER      PIC X(90)   VALUE ' OTHER SERVICES PROVIDED:
-       ' '.
    02  FILLER      PIC X(50)   VALUE SPACES.
01  LAST-2.
    05  FILLER      PIC X(2)    VALUE SPACES.
    05  LAST-NUM    PIC X(3).
    05  FILLER      PIC X(133)  VALUE ALL ' '.
01  LAST-3.
    05  FILLER      PIC X(1)    VALUE SPACES.
    05  FILLER      PIC X(120)  VALUE 'WHEN COMPLETED PLEASE SEND
-       ' THIS LOG SHEET THROUGH THE SCHOOL MAIL TO LESLEY SWANS,
-       'ON ADMINISTRATION BUILDING, BOX 79. TH'.
    05  FILLER      PIC X(20)   VALUE 'ANK YOU.'.

01  DETAIL-HEAD-1.
    05  FILLER      PIC X(5)    VALUE SPACES.
    05  FILLER      PIC X(14)   VALUE 'SCHOOL : '.
```

```
   05  OUT-SCHOOL  PIC X(26)    VALUE SPACES.
01 DETAIL-HEAD-2.
   05  FILLER      PIC X(5)     VALUE SPACES.
   05  FILLER      PIC X(12)    VALUE 'SPECIALIST: '.
   05  FILLER      PIC X(38)    VALUE ALL '_'.
01 DETAIL-HEAD-3.
   05  FILLER                PIC X      VALUE SPACES.
   05  FILLER                PIC X(50)  VALUE
      '     INSTRUCTIONS:  THIS IS A LISTING OF SUMMER SC'.
   05  FILLER                PIC X(50)  VALUE
      'HOOL STUDENTS.  MARK THE NUMBER OF TIMES (IF ANY) '.
   05  FILLER                PIC X(32)  VALUE
      'A CALL IS MADE FOR A STUDENT    '.
01 DETAIL-HEAD-4.
   05  FILLER                PIC X      VALUE SPACES.
   05  FILLER                PIC X(50)  VALUE
      'ON THE GIVEN DATES.  LEAVE BLANK IF NO CALL IS MAD'.
   05  FILLER                PIC X(50)  VALUE
      'E.  ADDITIONAL DATA COLLECTION REQUIREMENTS AND CO'.
   05  FILLER                PIC X(32)  VALUE
      'DES ARE DESCRIBED IN THE        '.
01 DETAIL-HEAD-5.
   05  FILLER                PIC X      VALUE SPACES.
   05  FILLER                PIC X(50)  VALUE
      'ATTACHED MEMO.                                    '.
   05  FILLER                PIC X(50)  VALUE
      '                                                  '.
   05  FILLER                PIC X(32)  VALUE
      '                                '.
01 DETAIL-HEAD-6.
   05  FILLER                PIC X      VALUE SPACES.
   05  FILLER                PIC X(50)  VALUE
      'WHEN COMPLETED PLEASE SEND THIS LOG SHEET THROUGH '.
   05  FILLER                PIC X(50)  VALUE
      'THE SCHOOL MAIL TO LESLEY SWANSON, ADMINISTRATION '.
   05  FILLER                PIC X(32)  VALUE
      'BUILDING, BOX 79.  THANK YOU.  '.

01 DETAIL-2.
   05  FILLER             PIC X(20)  VALUE SPACES.
   05  FILLER             PIC X(11)  VALUE '¦         ¦'.
   05  MONTHS-HARD-CODE.
       10  FILLER         PIC X(45)   VALUE
           '                                   '.
       10  FILLER         PIC X(45)   VALUE
           '                                   '.
   05  MON-CONTROL  REDEFINES  MONTHS-HARD-CODE.
      07  CONTROL-MON OCCURS 34 TIMES.
         10  CONTROL-M    PIC X(2).

01 DETAIL-3.
   05  FILLER             PIC X(06)  VALUE SPACES.
   05  FILLER             PIC X(14)  VALUE 'STUDENT'.
   05  FILLER             PIC X(11)  VALUE '¦   ID #  ¦'.
   05  DATE-LINE.
      07  SIX-WEEKS-DATE OCCURS 34 TIMES.
         10  DATE-DAY     PIC X(2).
         10  DATE-BAR     PIC X(1).

01 DETAIL-4.
   05  FILLER             PIC X(1).
   05  OUT-NAME           PIC X(18).
   05  FILLER             PIC X       VALUE SPACES.
   05  FILLER             PIC X(2)    VALUE '¦ '.
   05  OUT-STU-ID         PIC X(8).
   05  FILLER             PIC X(1)    VALUE '¦'.
   05  OUT-BARS OCCURS 34 TIMES.
      07  OUT-SPACE       PIC X(2).
      07  OUT-BAR         PIC X(1).
01 DETAIL-5.
   05  FILLER             PIC X(20) VALUE SPACES.
   05  FILLER             PIC X(2)  VALUE '¦ '.
   05  FILLER         -   PIC X(8)  VALUE SPACES.
   05  FILLER             PIC X(1)  VALUE '¦'.
   05  DUMMY-BARS OCCURS 34 TIMES.
      07  DUMMY-SPACE     PIC X(2).
      07  DUMMY-BAR       PIC X(1).

01 FILLER.
   05  OS-ZERO         PIC S9(8) COMP   VALUE ZERO.
```

```
           05  OS-EOJ          PIC X(4)          VALUE ZERO.
           05  OS-LINECTR      PIC S9(5) COMP-3 VALUE ZERO.
           05  OS-CC           PIC X.

       LINKAGE                    SECTION.
       01  D-OS-PARM-D-OS.
           05  D-OS-PARM-LENGTH  PIC S9(4) COMP.
           05  D-OS-PARM-DATA.
               10  FILLER
                   PIC X(100).

       PROCEDURE DIVISION USING D-OS-PARM-D-OS.

       START-OFF SECTION.
```

```
 010-SORT-PARA SECTION.
     SORT SORT-FILE ON ASCENDING KEY SRT-SCHOOL
                                     SRT-NAME
         INPUT PROCEDURE IS 100-SORT-INFO THRU 105-EXIT
         OUTPUT PROCEDURE IS 300-SORT-OUT THRU 305-EXIT.
      MOVE '0000' TO OS-EOJ.
      GO TO 9980-OS-CALL-EOJ.

 100-SORT-INFO SECTION.
 105-SORT-IN-DRIVER.
     PERFORM 110-INITIALIZE.
     PERFORM 120-READ-STUMST UNTIL VALID-RECORD OR END-FILE-STU.
     PERFORM 130-PROCESS-SORT THRU 130-EXIT UNTIL END-FILE-STU.
 105-EXIT.
     EXIT.

 110-INITIALIZE.
     ACCEPT CONTROL-CARD.
     ACCEPT CONTROL-CARD-1.
     ACCEPT CONTROL-CARD-2.
     OPEN INPUT SUMMST GRDMST
          OUTPUT PRINT-FILE.
     IF ASTATUS NOT = '00' DISPLAY ' OPEN ERROR ON STUMST, RUN ABO
-     'RTED, FILE STATUS = ' ASTATUS, STOP RUN.
     MOVE CURRENT-DATE TO NOWDATE.
     MOVE 'NO ' TO WS-STU-SWITCH WS-SORT-SWITCH WS-RECORD-SWITCH.

 120-READ-STUMST.
     READ SUMMST
          AT END MOVE 'YES' TO WS-STU-SWITCH.
     IF NOT-END-FILE-STU AND
        ASTATUS NOT = '00' DISPLAY ' READ ERROR STUMST, RUN ABORTE
-      'D, FILE STATUS = ' ASTATUS, STOP RUN.
     IF NOT-END-FILE-STU
        ADD 1 TO WS-STU-READ.
*    IF NOT-END-FILE-STU   AND  SUM-SCH-NUM = 301
     IF NOT-END-FILE-STU
           MOVE 'YES' TO WS-RECORD-SWITCH
           ADD 1 TO WS-STU-ACCEPTED.

 130-PROCESS-SORT.
     MOVE SPACES TO SORT-REC.
     MOVE SUM-SCH-NUM   TO SRT-SCHOOL.
     MOVE SUM-STU-NUM   TO SRT-ID.
     MOVE SUM-SCH-NUM  TO GRD-REPT-SCHOOL.
     MOVE SUM-STU-NUM  TO GRD-REPT-STUDENT.
     READ GRDMST   INVALID KEY
         MOVE ALL '*' TO SRT-NAME
         GO TO 130-GET-NEXT-ONE.
     MOVE GRD-REPT-GRADE  TO SRT-GRADE.
     MOVE GRD-REPT-NAME   TO SRT-NAME.
     MOVE GRD-REPT-SEX    TO SRT-SEX.
     MOVE GRD-REPT-ETHNIC TO SRT-ETHNIC.
 130-RELEASE.
     RELEASE SORT-REC.
     ADD 1 TO WS-SORT-RELEASED.
 130-GET-NEXT-ONE.
     MOVE 'NO ' TO WS-RECORD-SWITCH.
     PERFORM 120-READ-STUMST UNTIL VALID-RECORD OR END-FILE-STU.
 130-EXIT.  EXIT.

 300-SORT-OUT SECTION.
 305-SORT-OUT-DRIVER.
     PERFORM 310-INITIALIZE-SORT.
     PERFORM 320-RETURN-SORT.
     PERFORM 330-PRINT-REPORT UNTIL END-FILE-SORT.
     PERFORM 410-LAST-MESSAGE.
     PERFORM 900-COUNTS.
 305-EXIT.
     EXIT.

 310-INITIALIZE-SORT.
     PERFORM 315-INITL-PRINT-LINES VARYING S1 FROM 1 BY 1
           UNTIL S1 > 34.

 315-INITL-PRINT-LINES.
*    COMMENT FOLLOWING STATEMENT WHEN MONTHS MUST BE HARD CODED.
     MOVE CONTROL-MONTHS (S1) TO CONTROL-M (S1).
     MOVE CONTROL-DAY (S1)     TO DATE-DAY (S1).
     MOVE '|' TO DUMMY-BAR (S1) DATE-BAR (S1) OUT-BAR (S1).
     MOVE '  ' TO DUMMY-SPACE (S1) OUT-SPACE (S1).
     IF CONTROL-DAY (S1) = SPACES
         MOVE ' ' TO DUMMY-BAR (S1) DATE-BAR (S1) OUT-BAR (S1).

 320-RETURN-SORT.
     RETURN SORT-FILE
             AT END MOVE 'YES' TO WS-SORT-SWITCH.
     IF NOT-END-FILE-SORT
         DISPLAY SRT-ID        ' '
                 SRT-NAME      ' '
                 SRT-SCHOOL    ' '
                 SRT-GRADE     ' '
                 SRT-SEX       ' '
                 SRT-ETHNIC    ' '
*            UPON SYSPCH
         ADD 1 TO WS-SORT-RETURNED.

 330-PRINT-REPORT.
     IF SRT-SCHOOL NOT = HOLD-SCHOOL
        MOVE SRT-SCHOOL TO HOLD-SCHOOL
        PERFORM 400-SCHOOL-BREAK
     ELSE
     IF LINE-COUNT > 57
        PERFORM 380-LINE-BREAK
     ELSE
        PERFORM 340-WRITE-LINES.

 340-WRITE-LINES.
     MOVE SRT-NAME TO OUT-NAME.
     MOVE SRT-ID   TO OUT-STU-ID.
     WRITE OUT-REC FROM DETAIL-5 AFTER 1.
     WRITE OUT-REC FROM DETAIL-4 AFTER 1.
     WRITE OUT-REC FROM DETAIL-5 AFTER 1.
     ADD 3 TO LINE-COUNT.
     PERFORM 320-RETURN-SORT.

 380-LINE-BREAK.
     WRITE OUT-REC FROM UNDER-LINE AFTER 0.
     MOVE SPACES TO OUT-REC.
     WRITE OUT-REC AFTER CHANNEL-1.
     DISPLAY '   SCHOOL : ' OUT-SCHOOL.
     DISPLAY ' '.
     WRITE OUT-REC FROM UNDER-LINE AFTER 2.
     WRITE OUT-REC FROM DETAIL-2 AFTER 1.
     WRITE OUT-REC FROM DETAIL-3 AFTER 1.
     WRITE OUT-REC FROM UNDER-LINE AFTER 1.
     MOVE 6 TO LINE-COUNT.

 390-GRADE-BREAK.
     WRITE OUT-REC FROM HEAD-1 AFTER CHANNEL-1.
     WRITE OUT-REC FROM HEAD-2 AFTER 1.
     WRITE OUT-REC FROM HEAD-3 AFTER 1.
     WRITE OUT-REC FROM HEAD-4 AFTER 2.
     WRITE OUT-REC FROM DETAIL-HEAD-1 AFTER 2.
     WRITE OUT-REC FROM DETAIL-HEAD-2 AFTER 2.
     WRITE OUT-REC FROM DETAIL-HEAD-3 AFTER 2.
     WRITE OUT-REC FROM DETAIL-HEAD-4 AFTER 1.
     WRITE OUT-REC FROM DETAIL-HEAD-5 AFTER 1.
     WRITE OUT-REC FROM DETAIL-HEAD-6 AFTER 1.
     WRITE OUT-REC FROM UNDER-LINE AFTER 1.
     WRITE OUT-REC FROM DETAIL-2 AFTER 1.
     WRITE OUT-REC FROM DETAIL-3 AFTER 1.
     WRITE OUT-REC FROM UNDER-LINE AFTER 1.
     MOVE 16 TO LINE-COUNT.

 400-SCHOOL-BREAK.
     PERFORM 410-LAST-MESSAGE.
     MOVE SRT-SCHOOL TO OUT-SCHOOL.
     IF SRT-SCHOOL = '301'  MOVE 'MARTIN JR HI    ' TO OUT-SCHOOL.
     IF SRT-SCHOOL = '302'  MOVE 'AUSTIN SR HI    ' TO OUT-SCHOOL.
     IF SRT-SCHOOL = '316'  MOVE 'MCCALLUM SR HI  ' TO OUT-SCHOOL.
     IF SRT-SCHOOL = '352'  MOVE 'MURCHISON JR HI ' TO OUT-SCHOOL.
     PERFORM 390-GRADE-BREAK.

 410-LAST-MESSAGE.
     WRITE OUT-REC FROM UNDER-LINE AFTER 0.
*    IF LINE-COUNT < 30
*       NEXT SENTENCE
*    ELSE
*       PERFORM 390-GRADE-BREAK.
*    WRITE OUT-REC FROM LAST-1 AFTER 2.
*    PERFORM 420-REASON-NUMBERS VARYING S1 FROM 1 BY 1
*            UNTIL S1 > 20.
*    WRITE OUT-REC FROM LAST-3 AFTER 2.

 420-REASON-NUMBERS.
     MOVE REA-NUM (S1) TO LAST-NUM.
     WRITE OUT-REC FROM LAST-2 AFTER 1.

 900-COUNTS.
     MOVE SPACES TO OUT-REC.
     WRITE OUT-REC AFTER CHANNEL-1.
     DISPLAY '***** COUNTS FROM SW$SSLOG ' NOWDATE ' '.
     EXHIBIT NAMED WS-STU-READ.
     EXHIBIT NAMED WS-STU-ACCEPTED.
     EXHIBIT NAMED WS-SORT-RELEASED.
     EXHIBIT NAMED WS-SORT-RETURNED.
     CLOSE         PRINT-FILE SUMMST GRDMST.

 9980-OS-CALL-EOJ SECTION.
     CALL 'EOJ'       USING OS-EOJ.
     GOBACK.
```

```
MEMBER NAME  SW$SSFIL
SUMMER SCHOOL FILE
8/22/89
//EVOSUMM   JOB  ,'VEDA',CLASS=A,MSGCLASS=H,NOTIFY=ORVR
//SAST        EXEC SAST,RCLASS='D,HOLD=YES'
//ORSSAS      DD DSN=SYS2.TEST.ORSSAS,DISP=SHR
//STUMST      DD DSN=UCC.EVSTUMST.AT052989,DISP=(SHR,KEEP)
//SUMMFL      DD DSN=SGR.PROD.SUMMFL,DISP=(SHR,KEEP)
//*
//* EXECUTE SAS PROGRAM (CREATES TEMPORARY INDEX FILE)
//*
//INDEX      DD   DSN=&&INDEX,DISP=(NEW,PASS),
//            SPACE=(4000,(150,5),RLSE),UNIT=SYSDA,
//            DCB=(RECFM=FB,LRECL=80,BLKSIZE=4000)
//SYSIN DD  *
 ************************************************************************
 *THIS PROGRAM (SW$SSFIL) IS SW$SSLOG(COBOL) REWRITTEN IN SAS. IT      *
 *BUILDS A FILE OF STUDENTS TAKING SUMMER CLASSES. MORE INFORMATION IS*
 *ADDED ON TO THIS FILE MANUALLY. SW$SSLOG BUILDS A ROSTER TO BE SENT *
 *TO THE SCHOOLS.                                                      *
 ***********************************************************************;

 OPTIONS ERRORS=0;
DATA SUMMDATA;
   INFILE SUMMFL;
   INPUT
                SUMSCH        PD2.
                STUID         PD4.
                INSTTYP     $ 11
                OUTDIST     $ 12
                HOMSCH      $ 13-15;
 ;
 ******* CREATING THE KEY USED TO READ STUDENT MASTER RANDOMLY *****;
 ;
   DATA STUDFILE;
      INFILE STUMST;
      INPUT
         @1  STUID     PD4.
             ENTCODE1 $ 7
         @8  BIRTHDT   PD4.
             SEX       $ 12
             GRADE  $ 15-16
             LASTNAME $ 17-26
             FSTNAME $ 32-38
             ETHNIC  $ 48
        @128 CURRSCH    PD2.;
 ;
 IF CURRSCH = 0 THEN DELETE;
 ;
 PROC SORT DATA=SUMMDATA; BY STUID;
 PROC SORT DATA=STUDFILE; BY STUID;
 ;
 DATA SUMMFILE; MERGE SUMMDATA(IN=A) STUDFILE;
 BY STUID;
 IF A;
   IF SUMSCH = 301 THEN LOC = '051';
   IF SUMSCH = 302 THEN LOC = '002';
   IF SUMSCH = 301 OR SUMSCH = 302;
;
 PROC SORT DATA=SUMMFILE; BY SUMSCH LASTNAME FSTNAME;
;
DATA _NULL_; SET SUMMFILE;
  FILE INDEX;
  PUT
                STUID        Z7.
                LASTNAME  $  9-19
                FSTNAME   $ 21-29
                GRADE       32-33
                SEX       $ 42
                ETHNIC    $ 43
                CURRSCH     44-46;
;
/*
//* LOAD TEMPORARY INDEX FILE INTO ISPF LIBRARY (FOR LATER EDITING).
//*
//LOAD       EXEC PGM=IEBGENER
//SYSPRINT  DD   SYSOUT=*                 *** OUTPUT MSG DATA SET ***
//SYSUT1    DD DSN=&&INDEX,               *** INPUT DATA SET ***
//           DISP=(OLD,PASS)
//SYSUT2    DD   DSN=SYS2.TEST.ORSSAS,DISP=(SHR,KEEP) ** OUTPUT D.S. **
//SYSIN     DD   *                        *** INPUT CONTROL FILE ***
    GENERATE  MAXNAME=100,MAXFLDS=100,MAXLITS=80
      MEMBER  NAME=SW@SS89
[illegible]  RECORD  FIELD=(80,[illegible])
```

SCGC

APPENDIX L

Follow-Up

APPENDIX L

Follow-Up

Procedure

Disposition. When students exit Rice, either during or at the end of a semester, their status is coded in accordance with letter codes printed on page 2 of the SCGC Enrollment Checklist (APPENDIX B, Attachment B-4). This letter code is entered in column 66 of the SAS data file (see APPENDIX B, Attachment B-2).

12-Week Follow-Up. The SCGC grant from TEA requires that Project Specialists do a follow-up check on the status of all SCGC students 12 weeks after exiting Rice. Data is coded in accordance with disposition codes noted above, and entered as Follow-Up 1 (F_1), in column 67 of the SAS data file.

To expedite this process, which can be time consuming, the Evaluation Associate can do a preliminary sort of the student roster using program SB$SCGC1 in library ORSLEP (see Attachment L-1). This program compares the Rice list with the Student Master File and determines which students are still active, have transferred, graduated, been expelled, or are status unknown. See Attachment L-2 for sample output. Project Specialists then check on those listed as "unknown" only.

Semester Follow-Ups. Program SB$SCGC1 is used to determine student status at the end of each semester. Unless there is information to the contrary, all those listed as "unknown" are coded "K" for dropout. Codes for student status one semester after exiting Rice (F_2) are entered in column 68. The one-year follow-up code goes in column 69; the three-semester follow-up is entered in column 70, and so on.

It is important to note that in order to continue expanding the follow-up data base, the Evaluation Associate must code the follow-up status of each group (each one-semester data file) of Rice students each semester.

Program SB$SCGC3 takes a closer look at those students classified as dropouts (see Attachment L-3). It checks the attendance roster against location and prints out the following lists:

- Summer Dropouts
- School-Year Dropouts
- Rice Dropouts
- Home School Dropouts.

Data Analysis. SAS program SW$PROG2 (library ORSSAS) provides frequencies of dispositions and follow-up codes by other variables of interest. See Attachment L-4 and Figures 21 and 23 in the Final Report (ORE Pub. No. 88.24).

88.25

```
1         SAS(R) LOG   OS SAS 5.18           MVS/XA JOB EV7SCGC  STEP SAS      PROC SAS                 9:03 THURSDAY, JUNE 15, 1989

NOTE: COPYRIGHT (C) 1984,1988 SAS INSTITUTE INC., CARY, N.C.  27512, U.S.A.
NOTE: THE JOB EV7SCGC HAS BEEN RUN UNDER RELEASE 5.18 OF SAS AT AUSTIN INDEPENDENT SCHOOL DISTRICT (01986001).

NOTE: CPUID   VERSION = 03  SERIAL = 015624  MODEL = 4381 .

NOTE: SAS OPTIONS SPECIFIED ARE:
       SORT=4

#########################################################################
#                            SAS NEWS                         6/5/89    #
#                                                                       #
#                                                                       #
#   WELL, I GOT A REQUEST TO CHANGE THE SAS NEWS BUT I DON'T HAVE       #
#     ANY "NEW" NEWS.  IF YOU HAVE DONE SOMETHING UNUSUAL WITH SAS      #
#     LATELY THAT YOU THINK OTHERS MIGHT BE INTERESTED IN LET ME        #
#     KNOW AND WE COULD PUT IT IN THIS SPACE.  CALL ME AT EXT. 248.     #
#                                                                       #
#   IF YOU HAVE ANY PROBLEMS RELATED TO SAS PLEASE CONTACT              #
#   LORA PERKINS AT 451-8411 EXT. 248.                                  #
#                                                                       #
#########################################################################


1                                                                                   00000090
2           **********************************************************************  00000100
3            THIS PROGRAM (SB$SCGC1) WILL SHOW HOW MANY 1987-88 RICE KIDS ARE       00000110
4            ACTIVE(STILL IN SCHOOL), TRANSFERRED, GRADUATED, EXPELLED, AND         00000120
5            UNKNOWN.
6           **********************************************************************; 00000140
7                                                                                   00000150
8           OPTIONS ERRORS=0;                                                       00000160
9
10                                                                                  00000170
11         ***SPRING 88 RICE STUDENTS***;
12          DATA SCGC1;
13             INFILE SCGC;
14             INPUT    STUID      1-7
15                      NAME    $ 9-26
16                      CODE    $ 27
17                      PREV      28;
18          IF PREV > 0 THEN PREVIOUS = 'YES';
19

NOTE: INFILE SCGC(SW@SP86B) IS:
      DSNAME=SYS2.TEST.ORSSAS(SW@SP86B),
      UNIT=DISK,VOL=SER=MVS010,DISP=SHR,
      DCB=(BLKSIZE=6160,LRECL=80,RECFM=FB)

NOTE: INVALID DATA FOR PREV IN LINE 206 28-28.      17:24
NOTE: 1284 LINES WERE READ FROM INFILE SCGC(SW@SP86B).
NOTE: DATA SET USER.SCGC1 HAS 1284 OBSERVATIONS AND 5 VARIABLES. 1116 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.52 SECONDS AND 788K.

19          PROC SORT;
20             BY STUID;
21                                                                                  00000210
```

APPENDIX L - 4

Attachment L-1
(Page 1 of 5)

APPENDIX L - 5

```
2        SAS(R) LOG   OS SAS 5.18           MVS/XA JOB EV7SCGC  STEP SAS      PROC SAS                      9:03 THURSDAY, JUNE 15, 1989

NOTE: 4 CYLINDERS DYNAMICALLY ALLOCATED ON SYSDA FOR EACH OF 3 SORT WORK DATA SETS.
NOTE: DATA SET USER.SCGC1 HAS 1284 OBSERVATIONS AND 5 VARIABLES. 1116 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 0.62 SECONDS AND 1536K.

21           DATA STUD;                                                            00000210
22             INFILE STUMST;                                                      00000220
23             INPUT @1     STUID       PD4.                                       00000230
24                          GRADE     $ 15-16
25                          ENTCODE1 $ 7                                           00000240
26                          RECTYPE  $ 47
27                          DROPREA1 $ 49-50
28                  @51     DROPDAT1    PD3.
29                          DROPREA2 $ 60-61
30                  @62     DROPDAT2    PD3.
31                          DROPREA3 $ 71-72
32                  @73     DROPDAT3    PD3.
33                  @128    CURRSCH     PD2.;
34                FORMAT STUID Z7.;                                                00000260
35                FORMAT CURRSCH Z3.;                                              00000260
36              · STATUS = 'UNKNOWN   ';
37                IF DROPREA3 NE . THEN DROPREA = DROPREA3;
38                IF DROPREA3 = . AND DROPREA2 NE . THEN DROPREA = DROPREA2;
39                IF DROPREA2 = . AND DROPREA1 NE . THEN DROPREA = DROPREA1;
40                 IF DROPDAT3 NE . THEN DROPDAT = DROPDAT3;
41                 IF DROPDAT3 = . AND DROPDAT2 NE . THEN DROPDAT = DROPDAT2;
42                 IF DROPDAT2 = . AND DROPDAT1 NE . THEN DROPDAT = DROPDAT1;
43                IF ENTCODE1 GT 'O' AND RECTYPE NE 'I' THEN STATUS = 'IN SCHOOL';
44                IF DROPREA = '23' THEN STATUS = 'GRADUATED';
45                IF DROPREA = '18' OR DROPREA = '24' THEN STATUS = 'EXPELLED ';
46                IF DROPREA = '25' THEN STATUS = 'UNKNOWN  ';
47                                                                                 00000360

NOTE: CHARACTER VALUES HAVE BEEN CONVERTED TO NUMERIC
      VALUES AT THE PLACES GIVEN BY: (LINE):(COLUMN).

      37:8  38:8  38:25  39:8  39:25

NOTE: INFILE STUMST IS:
      DSNAME=STU.PROD.STUMST,
      UNIT=DISK,VOL=SER=AISD04,DISP=SHR,
      AMP=('AMORG')
      INDEXED NONSPANNED KEYS(4 0) RECORDSIZE(. 160) RECORDS(135406)

NOTE: INVALID NUMERIC DATA, DROPREA1='01', AT LINE 39 COLUMN 25.
NOTE: 136331 LINES WERE READ FROM INFILE STUMST.
      THE MINIMUM LINE LENGTH IS 160.
      THE MAXIMUM LINE LENGTH IS 160.
NOTE: DATA SET USER.STUD HAS 136331 OBSERVATIONS AND 14 VARIABLES. 642 OBS/TRK.
NOTE: THE DATA STATEMENT USED 78.22 SECONDS AND 756K.

47           DATA SCGCSTUD;                                                        00000360
48             MERGE SCGC1(IN=ON1) STUD(IN=ON2);                                   00000370
49             BY STUID;                                                           00000380
50             IF ON1;                                                             00000400
51

NOTE: DATA SET USER.SCGCSTUD HAS 1284 OBSERVATIONS AND 18 VARIABLES. 454 OBS/TRK.
```

Attachment L-1
(Page 2 of 5)

APPENDIX L - 6

```
3          SAS(R) LOG   OS SAS 5.18          MVS/XA JOB EV7SCGC  STEP SAS      PROC SAS                      9:03 THURSDAY, JUNE 15, 1989

NOTE: THE DATA STATEMENT USED 29.41 SECONDS AND 776K.

51            PROC DELETE DATA = SCGC1 STUD;
52                                                                                   00000490
53           ********UPDATE WITH TRANSCRIPT REQUESTS SINCE JUNE 1 1988*********;   00000500
54                                                                                   00000510
55                                                                                   00000520
NOTE: THE PROCEDURE DELETE USED 0.15 SECONDS AND 720K.

55           DATA TRAN1;                                                           00000520
56            INFILE   TRANS1;                                                     00000540
57            INPUT      STUID    23-29                                            00000530
58                       DATE  $  38-43;
59            IF DATE GE '880601';
60                                                                                   00000520

NOTE: INFILE TRANS1(PS@01704) IS:
      DSNAME=SYS2.TEST.ORWSAS(PS@01704),
      UNIT=DISK,VOL=SER=MVS010,DISP=SHR,
      DCB=(BLKSIZE=6160,LRECL=80,RECFM=FB)

NOTE: 1302 LINES WERE READ FROM INFILE TRANS1(PS@01704).
NOTE: DATA SET USER.TRAN1 HAS 1292 OBSERVATIONS AND 2 VARIABLES. 2608 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.35 SECONDS AND 756K.

60           DATA TRAN2;                                                           00000520
61            INFILE   TRANS2;                                                     00000540
62            INPUT      STUID    23-29;                                           00000530
63                                                                                   00000580
64                                                                                   00000590

NOTE: INFILE TRANS2(PS@01705) IS:
      DSNAME=SYS2.TEST.ORWSAS(PS@01705),
      UNIT=DISK,VOL=SER=MVS010,DISP=SHR,
      DCB=(BLKSIZE=6160,LRECL=80,RECFM=FB)

NOTE: 2562 LINES WERE READ FROM INFILE TRANS2(PS@01705).
NOTE: DATA SET USER.TRAN2 HAS 2562 OBSERVATIONS AND 1 VARIABLES. 3912 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.50 SECONDS AND 756K.

64           PROC SORT DATA=TRAN1;                                                 00000590
65            BY STUID;                                                            00000600
66                                                                                   00000590

NOTE: DATA SET USER.TRAN1 HAS 1292 OBSERVATIONS AND 2 VARIABLES. 2608 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 0.55 SECONDS AND 1536K.

66           PROC SORT DATA=TRAN2;                                                 00000590
67            BY STUID;                                                            00000600
68

NOTE: DATA SET USER.TRAN2 HAS 2562 OBSERVATIONS AND 1 VARIABLES. 3912 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 0.73 SECONDS AND 1536K.

68           DATA TRANMRG;
69              MERGE TRAN1 TRAN2;
```

Attachment L-1
(Page 3 of 5)

```
4        SAS(R) LOG   OS SAS 5.18           MVS/XA JOB EV7SCGC  STEP SAS       PROC SAS                  9:03 THURSDAY, JUNE 15, 1989
70               BY STUID;
71

NOTE: DATA SET USER.TRANMRG HAS 3779 OBSERVATIONS AND 2 VARIABLES. 2608 OBS/TRK.
NOTE: THE DATA STATEMENT USED 1.02 SECONDS AND 776K.

71               PROC DELETE DATA = TRAN1 TRAN2;
72                                                                                  00000630
73                                                                                  00000640
NOTE: THE PROCEDURE DELETE USED 0.14 SECONDS AND 720K.

73           DATA TRANMRG2;                                                         00000640
74            MERGE TRANMRG(IN=ON1) SCGCSTUD(IN=ON2);                               00000650
75            BY STUID;                                                             00000660
76            IF ON2;
77            IF ON1 AND ON2 THEN STATUS = 'TRANSFER ';                             00000670
78

NOTE: DATA SET USER.TRANMRG2 HAS 1287 OBSERVATIONS AND 19 VARIABLES. 430 OBS/TRK.
NOTE: THE DATA STATEMENT USED 1.26 SECONDS AND 776K.

78            PROC DELETE DATA = TRANMRG SCGCSTUD;
79          * PROC FREQ;
80          *    TABLES STATUS PREVIOUS STATUS*PREVIOUS;
81
NOTE: THE PROCEDURE DELETE USED 0.15 SECONDS AND 720K.

81            PROC SORT;
82              BY CODE NAME;
83

NOTE: DATA SET USER.TRANMRG2 HAS 1287 OBSERVATIONS AND 19 VARIABLES. 430 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 0.56 SECONDS AND 1536K.

83           PROC PRINT;
84           TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT';
85           TITLE2 'OFFICE OF RESEARCH AND EVALUATION';
86          *TITLE3 'SPRING 1986 RICE STUDENTS';
87           TITLE4 'STATUS AS OF JUNE 12, 1989';
88           BY CODE;
89           PAGEBY CODE;
90             VAR NAME STUID GRADE STATUS;
91          * DATA PARTIAL;
92          *    SET TRANMRG2;
93          *    IF ENTCODE1 = 1 AND RECTYPE = 'I';
94          *PROC PRINT;
95          *TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT';
96          *TITLE2 'OFFICE OF RESEARCH AND EVALUATION';
97          *TITLE3 'RICE KIDS WHO CAME IN AND LEFT THIS FALL';
98          *  VAR NAME STUID STATUS;
99
NOTE: THE PROCEDURE PRINT USED 1.10 SECONDS AND 784K AND PRINTED PAGES 1 TO 27.

99             DATA UNKNOWN;
100              SET TRANMRG2;
101              IF STATUS = 'UNKNOWN  ' OR STATUS = '          ';
102
```

```
5        SAS(R) LOG   OS SAS 5.18          MVS/XA JOB EV7SCGC  STEP SAS      PROC SAS              9:03 THURSDAY, JUNE 15, 1989

NOTE: DATA SET USER.UNKNOWN HAS 742 OBSERVATIONS AND 19 VARIABLES. 430 OBS/TRK.
NOTE: THE DATA STATEMENT USED 0.27 SECONDS AND 728K.

102               PROC SORT;
103                  BY CODE NAME;
104

NOTE: DATA SET USER.UNKNOWN HAS 742 OBSERVATIONS AND 19 VARIABLES. 430 OBS/TRK.
NOTE: THE PROCEDURE SORT USED 0.45 SECONDS AND 1536K.

104               PROC PRINT;
105           TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT';
106           TITLE2 'OFFICE OF RESEARCH AND EVALUATION';
107           TITLE3 'STATUS UNKNOWN';*- SPRING 1986 RICE STUDENTS';
108             BY CODE;
109             PAGEBY CODE;
110             VAR NAME STUID GRADE STATUS;
111                                                                               00000880
NOTE: THE PROCEDURE PRINT USED 0.70 SECONDS AND 784K AND PRINTED PAGES 28 TO 45.

111           PROC DELETE DATA=TRANMRG2 UNKNOWN;                                  00000880
NOTE: THE PROCEDURE DELETE USED 0.14 SECONDS AND 720K.

NOTE: SAS INSTITUTE INC.
      SAS CIRCLE
      PO BOX 8000
      CARY, N.C. 27512-8000
```

Attachment L-1
(Page 5 of 5)

```
AUSTIN INDEPENDENT SCHOOL DISTRICT               9:03 THURSDAY, JUNE 15, 1989    5
OFFICE OF RESEARCH AND EVALUATION

                  STATUS AS OF JUNE 12, 1989

-------------------------------------------------- CODE=2 ------------------------------------------------

          OBS    NAME                          STUID      GRADE    STATUS

          200                                              09      UNKNOWN
          201                                              07      UNKNOWN
          202                                              08      UNKNOWN
          203                                              09      UNKNOWN
          204                                              10      UNKNOWN
          205                                              09      IN SCHOOL
          206                                              12      TRANSFER
          207                                              08      IN SCHOOL
          208                                              09      IN SCHOOL
          209                                              11      TRANSFER
          210                                              09      IN SCHOOL
          211                                              10      IN SCHOOL
          212                                              12      IN SCHOOL
          213                                              07      UNKNOWN
          214                                              10      UNKNOWN
          215                                              09      UNKNOWN
          216                                              10      IN SCHOOL
          217                                              10      IN SCHOOL
          218                                              09      UNKNOWN
          219                                              09      UNKNOWN
          220                                              11      TRANSFER
          221                                              09      UNKNOWN
          222                                              09      IN SCHOOL
          223                                              09      IN SCHOOL
          224                                              09      UNKNOWN
          225                                              08      UNKNOWN
          226                                              10      UNKNOWN
          227                                              10      IN SCHOOL
          228                                              10      TRANSFER
          229                                              08      UNKNOWN
          230                                              08      UNKNOWN
          231                                              10      UNKNOWN
          232                                              11      IN SCHOOL
          233                                              07      UNKNOWN
          234                                              09      UNKNOWN
          235                                              07      UNKNOWN
          236                                              11      UNKNOWN
          237                                              10      UNKNOWN
          238                                              09      IN SCHOOL
          239                                              11      UNKNOWN
          240                                              09      UNKNOWN
          241                                              09      IN SCHOOL
          242                                              GR      UNKNOWN
          243                                              09      UNKNOWN
          244                                              09      UNKNOWN
          245                                              09      UNKNOWN
          246                                              09      UNKNOWN
          247                                              11      UNKNOWN
          248                                              11      UNKNOWN
          249                                              11      UNKNOWN
          250                                              08      UNKNOWN
```

(names deleted)

APPENDIX L - 9

Attachment L-2
(Page 1 of 1)

88.25

Attachment L-3
(Page 1 of 2)

```
MEMBER NAME  SB$SCGC3
UNKNOWN SPRING DROPOUTS
//EV1SCGC2 JOB  ,CLASS=A,MSGCLASS=H,NOTIFY=ORS8
//SAS EXEC SAS,USER=OR5,RCLASS=C
//STUMST  DD DSN=UCC.EVSTUMST.AT011789(0),UNIT=CART,
//           DISP=(OLD,KEEP,KEEP)
//ATT89   DD DSN=UCC.EV7ATT89.AT011989(0),UNIT=AFF=STUMST,             00000030
//           DISP=(OLD,KEEP,KEEP)
'/SCGC    DD DSN=SYS2.TEST.ORSSAS(SW@SP88),DISP=(SHR,KEEP)
//TRANS1 DD DSN=SYS2.TEST.ORWSAS(PS@01703),DISP=(SHR,KEEP)
//TRANS2 DD DSN=SYS2.TEST.ORWSAS(PS@01704),DISP=(SHR,KEEP)
//TRANS3 DD DSN=SYS2.TEST.ORWSAS(PS@01705),DISP=(SHR,KEEP)
//SYSIN   DD *                                                         00000040
                                                                       00000170
OPTIONS ERRORS = 0;                                                    00000180
**************************************************************
THIS PROGRAM PRINTS A ROSTER OF THE SPRING 1988 SCGC STUDENTS
WHO WERE UNKNOWN IN JAN 89 AND THEIR LOCATIONS IN THE FALL 88.
**************************************************************;
 TITLE1 'AUSTIN INDEPENDENT SCHOOL DISTRICT';
 TITLE2 'OFFICE OF RESEARCH AND EVALUATION';
TITLE3 'SCGC - 1ST SEMESTER FOLLOW-UP AFTER EXIT FROM RICE';
                                                                       00000090

 DATA SCGC;
    INFILE SCGC;
    INPUT   STUID      1-7
            STUNAME $ 9-26
            CODE    $ 27
            R1      $ 62;
 IF R1 NE 'X' AND R1 NE 'Y' AND R1 NE 'Z';
 PROC SORT;
   BY STUID;

 DATA STUD;                                                            00000210
  INFILE STUMST;                                                       00000220
  INPUT @1     STUID      PD4.                                         00000230
               ENTCODE1 $ 7                                            00000240
               RECTYPE  $ 47
               DROPREA1 $ 49-50
         @51   DROPDAT1   PD3.
               DROPREA2 $ 60-61
         @62   DROPDAT2   PD3.
               DROPREA3 $ 71-72
         @73   DROPDAT3   PD3.
         @128  CURRSCH    PD2.;
    FORMAT STUID Z7.;                                                  00000260
    FORMAT CURRSCH Z3.;                                                00000260
    STATUS = 'UNKNOWN  ';
    IF DROPREA3 NE . THEN DROPREA = DROPREA3;
    IF DROPREA3 = . AND DROPREA2 NE . THEN DROPREA = DROPREA2;
    IF DROPREA2 = . AND DROPREA1 NE . THEN DROPREA = DROPREA1;
     IF DROPDAT3 NE . THEN DROPDAT = DROPDAT3;
     IF DROPDAT3 = . AND DROPDAT2 NE . THEN DROPDAT = DROPDAT2;
     IF DROPDAT2 = . AND DROPDAT1 NE . THEN DROPDAT = DROPDAT1;
    IF ENTCODE1 GT '0' AND RECTYPE NE 'I' THEN STATUS = 'IN SCHOOL';
    IF DROPREA = '23' THEN STATUS = 'GRADUATED';
    IF DROPREA = '18' OR DROPREA = '24' THEN STATUS = 'EXPELLED ';
    IF DROPREA = '25' THEN STATUS = 'UNKNOWN  ';
 DATA SCGCSTUD;                                                        00000360
  MERGE SCGC(IN=ON1) STUD(IN=ON2);                                     00000370
  BY STUID;                                                            00000380
  IF ON1;                                                              00000400
  PROC DELETE DATA = SCGC;
                                                                       00000490
 ********UPDATE WITH TRANSCRIPT REQUESTS SINCE JUNE 1 1988*********;   00000500
                                                                       00000510
 DATA TRAN1;                                                           00000520
  INFILE   TRANS1;                                                     00000540
  INPUT       STUID    23-29                                           00000530
              DATE  $  38-43;
  IF DATE GE '880601';
 DATA TRAN2;                                                           00000520
  INFILE   TRANS2;                                                     00000540
  INPUT       STUID    23-29;                                          00000530
 DATA TRAN3;                                                           00000520
  INFILE   TRANS3;                                                     00000540
  INPUT       STUID    23-29;                                          00000530
                                                                       00000580
 PROC SORT DATA=TRAN1;                                                 00000590
  BY STUID;                                                            00000600
 PROC SORT DATA=TRAN2;                                                 00000590
  BY STUID;                                                            00000600
 PROC SORT DATA=TRAN3;                                                 00000590
  BY STUID;                                                            00000600
  DATA TRANMRG;
     MERGE TRAN1 TRAN2 TRAN3;
```

Attachment L-3
(Page 2 of 2)

```
   PROC DELETE DATA = TRAN1 TRAN2 TRAN3;

 DATA TRANMRG2;
  MERGE TRANMRG(IN=ON1) SCGCSTUD(IN=ON2);
  BY STUID;
  IF ON2;
  IF ON1 AND ON2 THEN STATUS = 'TRANSFER ';
  IF STATUS = 'UNKNOWN  ';
  PROC DELETE DATA = TRANMRG SCGCSTUD;

  DATA ATTN89;
    INFILE ATT89;
    INPUT      STUID   1-7
               LOC      10-12;
  IF LOC = 062 THEN DELETE;
  PROC SORT;
     BY STUID;

  DATA MERGE;
    MERGE TRANMRG2(IN=ON1)
          ATTN89(IN=ON2);
    BY STUID;
    IF ON1 AND NOT ON2;
    PROC PRINT;
    TITLE4 'SUMMER DROPOUTS';
       VAR STUID STUNAME LOC;

  DATA MERGE;
    MERGE TRANMRG2(IN=ON1)
          ATTN89(IN=ON2);
    BY STUID;
    IF ON1 AND ON2;
    PROC SORT;
       BY STUID;
    PROC PRINT;
    TITLE4 'SCHOOL YEAR DROPOUTS';
       VAR STUID STUNAME LOC;

  DATA DROP2;
     SET MERGE;
     BY STUID;
     IF LAST.STUID;
     IF LOC = 012 OR LOC = 12;
    PROC PRINT;
    TITLE4 'RICE DROPOUT';
       VAR STUID STUNAME LOC;

  DATA DROP3;
     SET MERGE;
     BY STUID;
     IF LAST.STUID;
     IF LOC NE 012 AND LOC NE 12;
    PROC PRINT;
    TITLE4 'HOME SCHOOL DROPOUT';
       VAR STUID STUNAME LOC;
  PROC DELETE DATA=TRANMRG2 MERGE  DROP2 DROP3;
/*
```

Attachment L-4
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```
MEMBER NAME  SW$PROG2
PROGRAM FOR FOLLOW-UP ANALYSES
6/29/89
//EV7PROG2  JOB  ,'LESLEY  ',CLASS=B,MSGCLASS=A,NOTIFY=ORE1
//JOBLIB    DD  DSN=SYS2.PROD.LINKLIB,DISP=SHR
//PRTST1    EXEC PRTCNTL,CTL=PCSIMW,RCLASS=C
//SAS       EXEC SAS,USER=OR4,RCLASS='C,COPIES=1'
//SCGCF88   DD DSN=SYS2.TEST.ORSSAS(SW@SP89),DISP=(SHR,KEEP)
//*         DD DSN=SYS2.TEST.ORSSAS(SW@FAL88),DISP=(SHR,KEEP)
//*         DD DSN=SYS2.TEST.ORSSAS(SW@SP87),DISP=(SHR,KEEP)
//*         DD DSN=SYS2.TEST.ORSSAS(SW@FL86),DISP=(SHR,KEEP)
//*         DD DSN=SYS2.TEST.ORSSAS(SW@SP86),DISP=(SHR,KEEP)
//*   INSERT FILE DESCRIPTIONS HERE
//STUMST     DD DSN=STU.PROD.STUMST,DISP=(SHR,KEEP)  * STU MASTER *
//SYSIN     DD  *
*******************************************************************
* SA$JCL1
*
* END OF SEMESTER & FOLLOW-UP FREQS AND DISPOSITIONS.
*
*******************************************************************;
OPTIONS ERRORS = 0 LINESIZE=132 S=72;  /* LEAVE THIS IN */

*   STUDENT MASTER FILE    COBOL COPY BOOK - STUMST;                 00000992

   /* START WITH DATA. */

   DATA SWPROG2;
    INFILE SCGCF88;                                                  00000993
    INPUT  @1   STUID      $ 1-7                                     00000997
                JUVCON     $ 28
                SPED       $ 29
                JUVCON     $ 30
                GRADE      $ 31-32                                   00001002
                SEX        $ 41
                ETHNIC     $ 42                                      00001009
                CURRSCH    $ 46-48                                   00001025
                R1         $ 62
                DISP       $ 66
                F_1        $ 67
                F_2        $ 68
                F_3        $ 69
                PS         $ 72;
  IF R1 EQ 'X' OR R1 EQ 'Y' OR R1 EQ 'Z' THEN DELETE;
  IF (PREV = 'O') OR (PREV = 'S');
  /*CHECK WITH PROGRAMMERS FOR DETAILS */                            00001029
  /*AT BEGINNING OF SCHOOL, A DIFFERENT METHOD IS REQUIRED */
   *IF CURRSCH = 012;                                                00001031
   *PROC PRINT;
    PROC FREQ;
      TABLES CURRSCH*DISP;
      TABLES DISP*JUVCON;
      TABLES CURRSCH*JUVCON;
      TABLES CURRSCH*F_1;
      TABLES CURRSCH*F_2;
      TABLES CURRSCH*F_3;
      TABLES CURRSCH*F_4;
  PROC DELETE DATA = SWPROG2;
  /*
```

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